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This is a preliminary report of a project which has as its goal the construction of a mathematical model representing the interrelationships among certain categories of phenomena of the secondary school. These phenomena are classified as being either administratively uncontrollable input, administratively controllable input, or output characteristics of the system. The report is divided into two major sections. The first section includes preliminary multiple regression analysis of data from a sample of 100 California high schools collected by the Western Association of Schools and Colleges. This analysis provides an understanding of basic relationships to be anticipated in future applications of the model. The second section provides an overview of the expectations of the second phase of the project and summarizes the requirements for a full-scale study. An 87-page appendix contains tables illustrating the data collected for the study. (Author/JH)

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PRELIMINARY ANALYSIS OF DATA FOR A SECONDARY SCHOOL INPUT-OUTPUT MODEL

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ABSTRACT

This is a preliminary report of a project which has as its goal the construction of a mathematical model representing the interrelationships among certain categories of phenomena of the secondary school. These phenomena are classified as being either "fixed characteristics" (administratively uncontrollable input), "manipulatable characteristics" (administratively controllable input), or "criterion dimensions" (output) of the system. Existent secondary school data will be analyzed in order to assess the relative effects of the sets of fixed and manipulatable characteristics upon the school performances (criterion dimensions). The manipulatable characteristics will then be examined in order to ascertain their individual effects upon the school performances. In addition, cost functions will be assigned to certain of the manipulatable characteristics and these will be analyzed to determine their relative cost-efficiency in producing educational outcomes.

The report is divided into two major sections. The first is a report of the initial phase of a preliminary analysis of the high school data (collected by WASC). This analysis provides an understanding of the basic relationships that prevail in the situation. The second section provides an overview of the expectations of the second phase of the analysis and summarizes the requirements for a full-scale study.

An 87-page appendix containing tables illustrating the data collected for the study concludes the report.

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INTRODUCTION

This is a preliminary report of a study presently in progress at the UCLA Center for the Study of Evaluation of Instructional Programs. The ultimate goal of the project is the construction of a mathematical model representing the interrelationships between certain categories of phenomena of the secondary school. The project is an attempt to implement the conceptual model developed and presented by one of the authors in an earlier report (Alkin, 1968). Thus, we classified relevant phenomena as being either fixed characteristics (administratively uncontrollable input), manipulatable characteristics (administratively controllable input), or criterion dimensions (output) of the system.

Using this model, schools will be examined in terms of various criteria of performance; and these levels of performance in turn will be analyzed to assess the relative effects of the "fixed" and "manipulatable" characteristics influencing them. The project is primarily a methodological rather than a substantive one--a tool-building rather than a tool-using endeavor. Great emphasis will be placed upon systematizing certain methodologies, existing or modified, in order to develop procedures for performing such evaluations. We are hopeful, in addition, that several other products will accrue from this project:

1. Information will be provided to the Western Association of Schools and Colleges (WASC) about the success of the secondary schools in the population on certain outcome dimensions and about the relationships between system characteristics and these outcomes.

2. The relationship between the manipulatable characteristics and certain criterion dimensions will be examined with fixed characteristics of the system held constant statistically. In addition, relatively accurate cost functions will be assigned to each of the manipulatable characteristics prior to a statistical re-analysis in order to gain some insights into the potential cost-effectiveness of each. We hope to be in a position at the conclusion of the study to propose hypotheses related to the combinations of manipulatable characteristics of systems, under certain fixed conditions, which appear to have optimal cost-efficiency in the production of certain educational outcomes.

The report is divided into two major sections. The first is a report of the initial phase of a preliminary analysis of high school data collected by the Western Association of Schools and Colleges and supplemented by various accessible data from other sources. In addition, a hypothetical data base was constructed for criterion dimensions related to academic achievement. We attempted to approximate reality in the selection of this hypothetical base by relying on real data where possible.

This present analysis involves orienting techniques, which should provide us with an understanding of the basic relationships that prevail in the situation. Later, techniques will become more abstruse and their results more susceptible to misinterpretation. The function of the preliminary techniques, perhaps their major one, will be to guide and safeguard the later, more abstract stages of analyses. Additionally, these techniques will act as "screens" with which to disencumber later analyses from unproductive variables. For example, the strength of simple relationships will be measured in order to exclude weakly related variables from the more complex analyses. Also, as a first attempt to modify the linear multiple regression model into a more accurate representation of the real-world situation, the data will be permitted to take on certain nonlinear forms. Where nonlinear simple relationships are indicated by the preliminary analysis, second and/or third degree terms will be added to the regression model. The second section provides a brief overview of what is expected to be done in the second phase of the analysis and summarizes what we have learned so far about what would be required in a full-scale study.

THE PRELIMINARY ANALYSIS

The Sample of Schools and the Data

There are about one thousand high schools in the California school system. During a given year, approximately one-fifth of them undergo an intensive self-evaluation as a part of the Western Association of Schools and Colleges (WASC) secondary school accreditation procedure. Each school may receive an accreditation for as much as five years. Thus, a staggered system is in effect, by which each year a portion of the total population undergoes accreditation, resulting in more manageable demands upon WASC facilities.

During this self-evaluation, the individual school generates a large amount of data. Various committees are formed, each having the responsibility for completing data forms which adhere to a format prescribed by WASC. A questionnaire is administered to the students, and evaluation and information forms are filled out by the certificated and noncertificated staff. All this information is then collected into a single evaluation report. On the basis of this report and site visits the WASC visiting committee makes recommendations to the Accreditation Commission as to whether the school should be accredited and for what term. A part of this large and eminently suitable store of information was supplied to us by WASC and became the major portion of data of this study. Other data, real and hypothetical, were derived from sources already noted.

The Sample

We began with data for the schools which had been evaluated during the school years 1965-1966 and 1966-1967.

A number of these schools were then deleted from our sample because the data forms provided in their reports lacked crucial information. Generally, we deleted a case when data were not available for most of the criterion dimensions. We were concerned about organizational differences between schools; so we limited the sample to schools which were four-year high schools. This process left us with a sample of 100 schools. The sample might be described as "one hundred high schools selected from those evaluated by WASC during 1965-1966 and 1966-1967." This sample is by no means representative of California high schools in any statistical sense. However, that fact is quite irrelevant to our present purposes; our main concerns are with the development of analytic techniques and hypotheses about the cost-effectiveness of certain combinations of manipulatable characteristics. It is important to us only that the results of our techniques are effective and valid for this population and related to the criterion dimensions for which we had real data.

The Raw Data

From the total body of WASC evaluation information, we dealt only with the section supplied by the school's "Administration Committee," which was the richest and most easily quantifiable section of the report. With the items, however, a considerable amount of deletion was required. Three different types of data forms were used during our sample years, and these varied somewhat in the number and format of their data items, creating a situation which resulted in several potentially important items being excluded because of an insufficient number of cases. A few other items had an insufficient number of credible responses because of apparent lack of information about the item or an ambiguous frame of reference. Nevertheless, approximately 300 raw data items were found to be usable and potentially important. To these were added some financial and ethnic composition data items (fixed characteristics) from outside sources and several variables from the hypothetical data base. From this total, 103 study variables were constructed in the manner indicated below.

We have used this first stage of the analysis as an opportunity to screen the predictor variables to determine which of them will be considered in the multivariate analysis. Thus we have chosen not to spend an extensive amount of time in this report on a careful description of all the variables, some of which may no longer be considered in the next stage. Instead, in the next report we will provide an extensive description of the data items and the manner in which each was derived.

The Construction of Study Variables

The study variables which were formed were determined partly by the purposes of the study and partly by the nature of the data. As in all studies utilizing existing data, we could not have exactly what we wanted or everything that we might have liked in the way of study variables. In our case, however, the cost was small in comparison with the advantages. First, the data were very rich, permitting us the large number of relevant variables which will be required for the multivariate analysis of the next stage. Second, since the results of analysis are to be used primarily to measure the efficacy of the analytic techniques being tried, rather than to describe completely the substantive phenomena, the absence of some particular variables was of small importance throughout the preliminary analysis. Thus, the very large efforts and expenses of data collection which were obviated involved only minor disadvantages.

The mechanics by which the raw data were transformed into study variables were various: in some cases the data item was used unaltered; in most cases, percentages, ratios, differences, and averages were calculated; and for the dichotomous and trichotomous items, status codes were assigned.

Study Purposes

Development of New Tools

The project's assumption that new tools need to be built also needs clarification. Certainly, existing techniques will be used fully; even the final analytic design may be nothing more than a collection of existing techniques, although perhaps used in new ways or combinations. A satisfactory solution reached in this way would be the most desirable one; and, in fact, the modification and recombination of existing techniques is the intitial approach that the project will take. Whether or not this approach is successful, implied in the rearrangement of existing techniques is the belief that no satisfactory arrangement now exists. This is the belief of the project members. It is a real-world social "system" which is being studied, with all of the problems which such a system implies--a potential infinitude of relevant factors, involved in a maze of complex interrelations. No statistical model now exists which can accurately represent such a situation and disentangle the relationships involved; and in the absence of such a model, most analysts currently use the rough approximation of linear multiple regression. Under present conditions, this procedure is, of course, valid and, perhaps, even necessary; our decision-requiring activities cannot be suspended until we have better knowledge-gathering procedures upon which to base them. At the same time, however, it is important that we make efforts to improve these procedures. Such improvement is one of the purposes of the project.

Cost-effectiveness Analysis

As we have already noted, one of the major applications of our final explanatory model is to be a cost-effectiveness analysis. This analysis will determine the relative efficiency with which resources are being utilized by the schools. In particular, it will measure three types of phenomena: the level of some performance criterion, the conditions of the school situation which the school officials cannot alter, and the ways the school has manipulated those factors over which it has control. For the total population, the analytic model should then indicate the "optimal use" of a given set of resources and conditions, and for the individual school it should indicate what changes would raise its level on the given performance criterion. The previously discussed "fixed," "manipulatable," and "criterion" variables required for the cost-effectiveness analysis are listed in tables 1A, 1B, and 1C (pp. A1-A5), where they are further categorized into general areas of interest.

The Analysis

Description of the Sample, in Terms of the Study Variables

The initial stage of the data processing had as its purpose "sensitizing" ourselves to the ways in which our sample behaved in terms of the variables being studied. The mean, minimum, and maximum values and a measure of dispersion were obtained. In addition, we wanted to determine the number of responses for each variable, in order to verify our preliminary estimates that a sufficient number of cases existed upon which to base subsequent analysis. A pre-existing computer program was used to generate this information, and the results of the analysis appeared in tables 2A, 2B, and 2C (pp. A6-A8).

As an example of the types of awareness which this process afforded, consider the values for variable F1 (Student Enrollment) on page A6. School size varies from 90 to 3,822 students, a very large range, signifying that very different "social systems" are being dealt with. The mean (1,373) is considerably below the mid-point of the values (1, 956), indicating that school sizes will tend to cluster below this mid-point. Variables M26 through M33 (percentage of high-IQ students who have taken three or more years of English and of social studies) on page A7, on the other hand, illustrate the "screening" function of this stage of analysis. These variables are acting practically as constants; thus, they would be of little use and would probably be deleted from subsequent analyses.

The "No. Cases" column indicates the effects of the different types of data forms used by the schools and the existence of certain "problem variables". M21 through M25 (percentage of expenditures made in various areas) show that the schools had trouble in supplying information about their financial allocations, particularly in the area of instructional material expenditures.

In table 2C (p. A8), descriptive data are presented for the criterion variables for the total population. The large ranges for the scores obtained indicate that, on this basis at least, all the criteria effectively differentiate the schools in terms of performance. There appear to be enough cases for each data item to permit further analysis of all such items.

The Performance on Study Criteria, for Categories of Schools

The next stage of analysis was meant to probe further into the results of table 2C, the performance of the schools on the study criteria. The schools were separated into categories of the explanatory variables, and their performances were compared. The results appear in table 3.1, 3.2, 3.4, 3.10, and 3.15 (pp. A9 - A73). In this stage only five of the criteria (C1, C2, C4, C10, and C15) were processed. The major purpose of this stage, as with all the stages of analysis, was to determine whether or not the procedure was sufficiently productive, rather than to analyze the data completely. Thus, five criteria, which were thought to be representative of the types of criteria considered, were selected for processing. The analysis is essentially the "contingency table" analysis. It is not a necessary or integral part of the later stages of analysis but is, rather, a parallel analysis, meant to provide intuitive insights for the analyses which will follow. Perhaps the most notable feature of these tables is the reduced number of cases and the imbalance in the number of cases per category. An extreme case of a lack of joint existence is shown in the instance in which criterion C1 is categorized by levels of explanatory variable F2 (p. A9). For this analysis, only two cases exist. Table 2A (p. A6), shows that 44 cases exist for F2, and in table 2C (p. A8), 52 cases exist for C1. Evidently, these data items are exclusive to particular types of data forms and appear on different ones. The general imbalance in the number of cases per category illustrates a problem that has always existed in contingency analysis. There always have been two basic alternatives in the selection of the arbitrary cut-off points for the categories or intervals: one could construct interval lengths solely on the basis of theoretical meaningfulness and pay the price of some categories having few or even no cases, or one could devise the categories so that the number of cases are fairly well distributed. We have chosen the former alternative and frequently have paid the stated price. This situation is illustrated well by the breakdown of C4 (Final Median Mathematics Score) along the dimensions of variable F5 (percentage of students who are Negro) on page A35. The overrepresented first category could have been broken into two; but it is doubtful whether a "small minority" of, say, 0 percent to 2.5 percent would be conceptually different from a small minority of 2.5 percent to 5 percent.

Also, the last three categories might have been lumped together and still would have contained only five cases. However, theoretically important information, no matter how tenuous the basis, would have been lost. If the categories had been collapsed, they would show a mean of 48.6, merely conveying the information that the score decreases somewhat as the percentage of Negro students increases. However, a much more dramatic and theoretically provocative relationship is indicated: the score does decrease as the percentage of Negro students increases but only so long as they remain a quite negligible minority; but when this minority becomes a numerically substantial one, a sharp increase in the school score occurs.

Nevertheless, a larger-number of cases certainly would be desirable and is perhaps essential if full benefit is to be derived from this rather lengthy analytic procedure. Also highly desirable would be the larger ranges for the variables that probably would accompany a larger number of cases. For example, would California high schools in which Negro students form a majority continue to show higher median math scores, or would the trend reverse itself? It appears that the decision on the usefulness of this procedure must be held, for the time, in abeyance. If another procedure is found which offers an equal amount of intuitive insight for a lower analytic effort or if a procedure is found which offers more accurate information than category means, then this procedure would be dropped from the final analytic design. However, if no satisfactory or better alternative is found, then this procedure can contribute importantly to an insight into the basic relationships.

The Nature of the Relationships Between Individual Explanatory Variables and the Performance Criteria

We turn now to a procedure which is more directly related to the final analytic model. First, however, the problem which we are dealing with should be more fully explicated. As stated in the introduction, our initial approach will be to utilize existing techniques, although perhaps in new or modified ways. Accordingly, we will make attempts to modify the multiple regression model into a form which more accurately represents the situation with which we are dealing. The normal multiple regression model can be formulated as follows:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + \dots + b_kX_k$$

Given the normal regression equation, two important potential distortions of our real-world situation can be seen immediately in the model. First, the model is an additive one; it states that one can otain the total effect on Y for this set of variables by summing their individual effects. The true situation, however, might be a more complex one; it may, for example, take a form such as the following:

$$Y = (X_1 - 1)^2 (b_2X_2) + \dots + b_kX_k$$

In the above example, X_1 might be a dichotomous variable which acts as a "switch" for the X_2 variable. When X_1 is present (and is assigned a value of 1), X_2 has no effect; when it is absent (and is assigned a value of 0), X_2 does exert its effect. Because the multiple regression model cannot take these types of relationships into account, to the extent that they exist, it will provide poor predictions and explanations.

A second important problem with the model is that it is linear in terms of the component relationships: it can handle individual effects only of the form Y = bX, i.e., a straight line. It cannot consider curvilinear component relationships. Thus, whenever researchers utilize an unmodified multiple regression analysis, they are assuming that the indivdual relationships are linear ones.

It is to this second problem that we now address ourselves. (We expect to deal with the first problem in a later report in this series.) Our purpose was first of all to determine whether or not a substantial number of our single-variable relationships with the performance criteria were, in fact, nonlinear. If so, the multiple regression model of part two of the study would be altered to take this into account. An existing single-variable predictor "polynomial regression" computer program was used for this procedure a method which allowed the individual relationships to take the following form:

$$Y = a + b_1X_1 + b_2X_1^2 + b_3X_1^3 + \ldots + b_{10}X_1^{10}$$

For the present study, we decided to limit the procedure to curves of the third degree, i.e., to curves with two bends at most. For each relationship, the program calculated the best-fitting line, the best-fitting arc-shaped (quadratic) curve, and the best-fitting S-shaped (cubic) curve and gave the equations for these. In addition to the shapes of the best-fitting lines and curves, it also gave measures of the proportion of variation which each level of curve could explain. This information provided us with a basis for determining whether or not we should accept the relationship as nonlinear and if so, which type.

Again, because we needed only examples of the results of the procedure, a limited amount of data were processed. In tables 4.2 and 4.4 (pp. A74-A81) appear the results for criteria 2 and 4. In the first three columns are the measures of accuracy-of-prediction of the alternative models (the proportion of variation explained by each). In the fourth column is recorded the type of relationship we selected as the closest to the true one.

The selection process we used was a conservative one; we would not accept a more complicated equation unless it explained a considerably higher proportion of the variation in the data. In order for a quadratic equation to be accepted over a linear one, it had to explain 10 percent more of the variation; and in order for a cubic relationship to be accepted over a quadratic one, it had to explain 10 percent more of the variation than did the quadratic. In addition, there was considered to be no relationship unless at least 10 percent of the variation could be explained. Although this selection procedure may seem somewhat arbitrary, it sufficed for this stage of the analysis.

This selection procedure appears to be generally adequate, except for some of the linear selections. The most striking case is the relationship between F11 and C2 (p. A74). According to the selection process it must be classfied as linear, whereas common sense dictates that it is cubic. Thus the selection procedure seemed to be overly conservative and probably will be adjusted in the next phase of the study.

Of the 83 explanatory variables considered for each of the two criteria examined in this analysis, 14 were dichotomies for which no nonlinear models could be calculated. In addition, the relationship between F2 and Criterion 2 had an insufficient number of cases to be calculated. Of the 166 possible relationships, we examined 137 of them in the manner described above. Following is a summary of the types of relationships found:

None	Linear	Quadratic	Cubic	Total
86	33	5	13	137

There appear to be a number of relationships which are nonlinear. This finding was in keeping with our expectations and convinced us that in the second phase of the study, the nonlinear equations would be derived and the relevant adjustments made in the multiple-regression model.

One other feature of the polynomial regression computer program was of interest to us: graphs of the models which it derived were included. It was thought that these graphs might prove to be superior to the contingency analyses in providing us with intuitive guideposts for later analyses. For the linear models, no graphs are necessary; the slopes completely determine the lines except for the endpoints, and these have been included as column 5 of tables 4.2 and 4.4. The graphs for the nonlinear models have been reproduced in tables 5.2 and 5.4 (pp. A82-A87). In all of these graphs, the criterion variable is plotted on the vertical axis and the explanatory variable on the horizontal. At the top left, the variables involved are identified; and the top right gives the explained variance (E. V.), as copied from the corresponding table 4.

On page 11, we considered the contingency-type description of the relationship between F5 (percentage of students who are Negro) and C4 (Final Median Score).

Now let us compare it with the description supplied by the regression graph. It is immediately obvious that the graph gives more information; whereas the table gives four discrete values for the criterion, the graph presents a continuous estimate throughout the range of the explanatory variable. Now let us consider the relative accuracy of the two methods. If we also graphed the four points of the contingency table, we would arrive at a very different curve: at 2.5 on the F5 axis, it would be at the value of 52.6; at 7.5 it would have dipped to 43.0 at 17.5 it would have risen back to 49.5, and at 32.5 it would have continued its rise to 58.0. It would be a much flatter curve, the height differing by only 15 points rather than the 52.5 points of the regression curve. More important, however, is the fact that it would be a different type of curve: it would have one bend rather than two. The contingency table in this case, fortunately, gives all the values for the questionable part of the graph and permits us to see exactly what has happened. The regression curve appears to have been correct: there was a value of 70 when F5 was somewhere around 20 and a dip to 58 when F5 was between 25 and 40. Apparently, the value of 29 occurred somewhere before the point where F5 equaled 20. In the contingency table, on the other hand, the averaging of 29 with 70 pulled down the value for that interval and "masked" the second, downward bend. Thus, it appears that the regression curve is a more trustworthy description of the relationships than the contingency table, at least when very few contingency categories or intervals are involved.

A note of caution about comparing the two tables should be made at this point. In general, one should not expect as close a correspondence between the actual data values of table 3 and the estimated points of table 5 as we found for the C4/F5 relationship. In that case, the C4 values which we found on the regression graph were almost identical to the values noted (70 and 58) from table 3.4 under the "maximum" column. This situation was due to the fact that these were the only points in that region of the F5 axis. In the more usual case, we have several points (thus C4 values) for a given part of the F5 axis, and the regression model will fit a point (and thus a C4 value) somewhere between them. The relationship between C4 and F11 (pp. A36 and A86) illustrates this situation. In table 3.4 we find a minimum value of 14 for this relationship. For the estimated regression curve (p. A86), however, we find that the lowest C4 value given by the graph is 42. To find the reason for this situation we referred to a listing of the values. The F11 value corresponding to C4 = 14 is 45. In that immediate region of F11, however, we found that a number of points existed and they tended to have C4 values much higher than 14:

F11	C4
44	59
44	53
44	29
45	50
45	14
45	50
45	44
46	55

The regression model, in seeking a curve which will minimize the (sum of the squared) deviations from itself, at this region of F11 has selected a C4 value which is somewhere between all the C4 values appearing in the region. For this reason the regression curves will tend to give minimum values which are not as low as those of table 3 and maximum values which are not as high.

A PREVIEW OF PART TWO OF THE PRELIMINARY ANALYSIS

In part of this study, we dealt with all four-year high schools which had passed the first screening for drastic omissions or irregularities of data. As a result, while we limited our data base, we increased our sample. That is, only data which were common to all forms could be used, since data unique to one form would tend to result in an insufficient number of "responses" in terms of the sample size. However, such a procedure also would mean that we would maximize the number of cases, a consequence which would result in greater ranges for most variables and thus maximum descriptive power. The same kinds of limitations which led us to forsake additional data for increase in sample size prevail in the second phase of the study. In the second part of this study, we will again examine schools irrespective of which of the three data forms they completed.

Many of the relationships which we calculated were importantly affected by one or two "outlying" values, and it would be extremely desirable to have additional values for these parts of the ranges. Consequently, we are considering going back to previous evaluation years to draw upon data from additional schools which have been through the accreditation procedure, a procedure which would mean that the substantive results would be less credible in some respects, because we would be treating together schools which were measured at further removed points in time. The difference, however, would not be that great; we would be lumping together five years instead of two. The gains in the evaluation of the analytic procedures would certainly be large.

In the second part of the study we expect to have available more and, in some cases, better variables. In addition to material from the "Administration Committee" section of the WASC report, we will be dealing with items from the student questionnaire and perhaps some other sections. We will also further survey outside sources for data. From the insights derived in the first part of the study, some of the study variables will be conceptually improved and regenerated. In addition, we will attempt to obtain valid criterion data for the academic achievement dimension of sub-samples of the data. The analysis of sub-samples will undoubtedly be necessitated by the different tests used by the various school districts and the difficulty of standardizing across these tests. Nevertheless, the data situation will remain largely the same; we will rely primarily on existing data. Thus, for most criterion variables, the models built to explain them will not contain all the most powerful explanatory variables imaginable. As already discussed, however, this area is not the crucial part of our activities.

Because a different sample will be involved in the second part of the preliminary study, all the preliminary procedures of the first part will be repeated. In addition, improvements will be made in them, and other procedures of this type will be considered. Little can now be said about the explanatory model that will be used in the next stage. As stated, we will begin by attempting to modify the multiple regression model into a more accurate representation. What develops from then on will depend to a large extent on the results of this attempt as well as the adequacy of the expanded data base.

APPENDIX:

STATISTICAL TABLES

TABLE 1A: LISTING OF FIXED VARIABLES

ENTERING STUDENTS PROFILE

F 1. Student Enrollment
F 2. Percentage change in Student Enrollment during past five years
F 3. Percentage students with "Spanish Surname"
F 4. Percentage students who are "Other White"
F 5. Percentage students who are "Negro"
F 6. Percentage students who are "Oriental"
F 7. Percentage students who are "American Indian"
F 8. Percentage students who are "Other Nonwhite"
F 9. Percentage students with "Spanish Surname" or "Negro"
F 10. Entering Q1 IQ Score
F 11. Entering Median IQ Score
F 12. Entering Q3 IQ Score
*F 13. Entering Q1 Math Score
*F 14. Entering Median Math Score
*F 15. Entering Q3 Math Score
*F 16. Entering Q1 Reading Score
*F 17. Entering Median Reading Score
*F 18. Entering Q3 Reading Score
F 19. Percentage entering students "Intending College"
F 20. Percentage entering students "Intending Trade/Technical School"
F 21. Percentage entering students "Intending Further Training"
F 22. Percentage entering students "Intending Work"
F 23. Percentage entering students "Undecided About Intentions:

COMMUNITY PROFILE

F 24. City/Town Population
F 25. Service Area Population
F 26. Percentage change in "City/Town Population" since 1950
F 27. Percentage change in "Service Area Population" since 1950
F 28. Transportation Expenditures per student (Population Dispersion)
F 29. "Governmental Agencies or Public Utilities" a major source of income in the community?
F 30. "Manufacturing and Construction" a major source of income of the community?

*From hypothetical data base.

TABLE 1A: LISTING OF FIXED VARIABLES - CONT'D

COMMUNITY PROFILE - CONT'D

F 31. "Agriculture, Mining or Lumber" a major source of income of the community?

F 32 "Military" a major source of income of the community?

F 33 "Research and Professions" a major source of income of the community?

F 34 "Services and Distribution" a major source of income of the community"

F 35. "Sales and Clerical" a major occupation of the community?

F 36. "Professions" a major occupation of the community?

F 37 "Production and Distribution" a major occupation of the community?

F 38. "Owners-Managers" a major occupation of the community?

F 39 "Office Managers-Foremen" a major occupation of the community?

F 40. "Services" a major occupation of the community?

F 41. Assessed Valuation of District per ADA (Community Wealth)

F 42. Total School Expenditures per ADA as a percentage of Assessed Valuation of District per ADA (Relative School Support)

SCHOOL FACILITIES

F 43. Total School Expenditures per ADA (Absolute School Support)

INTERORGANIZATIONAL RELATIONS OF SCHOOL

F 44. Type of School District: Unified vs. Union

F 45. Type of School District: Unified vs. City

F 46. Number of High Schools in District

F 47. Number of Jr. High Schools in District

F 48. Distance to nearest College

TABLE 1B: LISTING OF MANIPULATABLE VARIABLES

STAFF PROFILE

M 1. Percentage of certificated staff who are "Male"
M 2. Percentage of staff who are "Under 31"
M 3. Percentage of staff who are "Over 45"
M 4. Percentage of staff who are "Men Under 31"
M 5. Percentage of staff who are "Women Under 31"
M 6. Percentage of staff who are "Men Over 45"
M 7. Percentage of staff who are "Women Over 45"
M 8. Percentage of staff with "4 or More Years of Service Within the District"
M 9. Percentage of staff who are "Inexperienced Teachers"
M 10. Percentage of staff who have an "M.A. Degree"
M 11. Percentage of staff who have a "Ph.D. or Ed.D Degree"
M 12. Ratio of "Provisional" to "Standard" credentials
M 13. Ratio of "Special Secondary" to "Standard" credentials
M 14. Percentage of staff who are "Members of AFT"
M 15. Percentage of staff who are "Members of CTA"

STAFF ALLOCATIONS

M 16. Ratio of Students to Certificated Staff
M 17. Percentage of certificated staff in "Regular Instruction"
M 18. Percentage of certificated staff in "Administration"
M 19. Percentage of certificated staff in "Counseling" or "Testing"

FINANCIAL ALLOCATIONS

M 20. Percentage of expenditures which are "Direct Instructional" Expenditures
M 21. Percentage of expenditures which are "Textbook: Instructional Material Expenditure"
M 22. Percentage of expenditures which are "Non-textbook" Instructional Material Expenditures
M 23. Ratio of "Textbook" to "Non-textbook" Instructional Material Expenditures
M 24. Ratio of "Science" to "Phys. Ed." Expenditures
M 25. Ratio of "Science" to "Shop" Expenditures

TABLE 1B: LISTING OF MANIPULATABLE VARIABLES - CONT'D

CURRICULUM

M 26. Percentage of 115+ IQ Boys taking "3 or More Years of Math."

M 27. Percentage of 115+ IQ Girls taking "3 or More Years of Math."

M 28. Percentage of 115+ IQ Boys taking "3 or More Years of Science"

M 29. Percentage of 115+ IQ Girls taking "3 or More Years of Science"

M 30. Percentage of 115+ IQ Boys taking "3 or More Years of English"

M 31. Percentage of 115+ IQ Girls taking "3 or More Years of English"

M 32. Percentage of 115+ IQ Boys taking "3 or More Years of Social Studies"

M 33. Percentage of 115+ IQ Girls taking "3 or More Years of Social Studies"

M 34. Percentage of 115+ IQ Boys taking "3 or More Years of Foreign Language"

M 35. Percentage of 115+ IQ Girls taking "3 or More Years of Foreign Language"

TABLE 1C: LISTING OF CRITERION VARIABLES

PRE-GRADUATION

C 1. Change in percentage of students "Undecided About Intentions"
C 2. Change in percentage of students "Intending Further Training"
C 3. Final Q1 Math Score
C 4. Final Median Math Score
C 5. Final Q3 Math Score
C 6. Final Q1 Reading Score
C 7. Final Median Reading Score
C 8. Final Q3 Reading Score
C 9. Change in Q1 Math Score
C 10. Change in Median Math Score
C 11. Change in Q3 Math Score
C 12. Change in Q1 Reading Score
C 13. Change in Median Reading Score
C 14. Change in Q3 Reading Score

POST-GRADUATION

C 15. Percentage of '63 Class Entering College
C 16. Average GPA of '63 Class "U. of C." Entrants
C 17. Average GPA of '63 Class "State College" Entrants
C 18. Average GPA of '63 Class "Other 4-yr. College" Entrants
C 19. Average GPA of '63 Class "Junior College" Entrants
C 20. Average GPA of '63 Class College Entrants

TABLE 2A: STATISTICAL DESCRIPTION OF THE SAMPLE, IN TERMS OF FIXED VARIABLES

VAR.	MEAN	MINIMUM	MAXIMUM	RANGE	STAND. DEV.	NO. CASES
F 1	1373.071	90.000	3822.000	3732.000	814.096	98
F 2	24.546	-23.171	77.458	100.629	20.330	44
F 3	9.623	0.0	47.647	47.647	11.376	62
F 4	84.836	4.402	99.212	94.810	16.768	62
F 5	1.751	0.0	38.267	38.267	5.321	62
F 6	0.831	0.0	10.879	10.879	1.532	62
F 7	1.077	0.0	16.279	16.279	2.884	62
F 8	0.355	0.0	1.852	1.852	0.492	62
F 9	11.373	0.0	55.652	55.652	12.717	62
F10	32.386	11.000	74.000	63.000	12.484	83
F11	54.452	0.0	98.000	98.000	13.016	84
F12	75.169	49.000	95.000	46.000	9.213	83
F13	29.860	10.000	60.000	50.000	10.823	100
F14	55.620	30.000	97.000	67.000	13.355	100
F15	80.280	48.000	99.000	51.000	10.779	100
F16	32.680	12.000	72.000	60.000	14.151	100
F17	63.560	30.000	89.000	59.000	12.238	100
F18	84.849	61.000	99.000	38.000	8.994	99
F19	56.040	34.375	81.210	46.835	12.279	52
F20	7.905	0.0	20.690	20.690	4.473	52
F21	63.944	45.263	89.655	44.392	11.202	52
F22	10.281	0.0	34.819	34.819	6.782	52
F23	16.566	0.0	40.110	40.110	8.155	52
F24	66732.000	400.000	1715500.000	1715100.000	207400.688	69
F25	47944.219	1.000	450001.000	450000.000	76046.375	85
F26	3924.730	-87.074	203158.250	203245.313	26868.879	57
F27	248.070	-99.977	1547.682	1647.659	382.343	49
F28	24.420	3.240	128.050	124.810	20.034	59
F29	0.347	0.0	1.000	1.000	0.049	95
F30	0.698	0.0	1.000	1.000	0.462	96
F31	0.632	0.0	1.000	1.000	0.485	95
F32	0.189	0.0	1.000	1.000	0.394	95
F33	0.323	0.0	1.000	1.000	0.470	96
F34	0.729	0.0	1.000	1.000	0.447	96
F35	0.625	0.0	1.000	1.000	0.487	96
F36	0.417	0.0	1.000	1.000	0.496	96
F37	0.813	0.0	1.000	1.000	0.392	96
F38	0.302	0.0	1.000	1.000	0.462	96
F39	0.256	0.0	1.000	1.000	0.439	90
F40	0.494	0.0	1.000	1.000	0.503	89
F41	32248.078	16544.000	56839.000	40295.000	9791.313	59
F42	1.992	0.856	2.965	2.109	0.517	59
F43	600.240	418.630	849.460	430.830	104.012	59
F44	1.546	1.000	2.000	1.000	0.500	97
F45	1.043	1.000	2.000	1.000	0.206	46
F46	3.101	1.000	11.000	10.000	2.655	99
F47	1.464	0.0	12.000	12.000	3.011	97
F48	19.831	1.000	231.000	230.000	34.110	59

TABLE 2B: STATISTICAL DESCRIPTION OF THE SAMPLE, IN TERMS OF MANIPULATABLE VARIABLES

VAR.	MEAN	MINIMUM	MAXIMUM	RANGE	STAND.DEV.	NO. CASES
M 1	66.279	48.682	82.608	33.927	6.897	97
M 2	31.082	0.0	56.626	56.626	11.189	100
M 3	22.111	4.819	44.4444	39.625	9.979	100
M 4	17.918	0.0	38.636	38.636	7.474	100
M 5	13.165	0.0	42.857	42.857	7.114	100
M 6	12.440	0.0	33.333	33.333	6.980	100
M 7	9.671	0.0	26.027	26.027	5.450	100
M 8	56.024	0.0	80.952	80.952	14.060	100
M 9	7.091	0.0	23.188	23.188	4.876	97
M 10	37.197	0.0	84.615	84.615	12.007	100
M 11	0.542	0.0	6.897	6.897	1.161	100
M 12	0.124	0.0	2.250	2.250	0.279	100
M 13	0.278	0.0	9.143	9.143	0.905	100
M 14	3.467	0.0	95.335	95.335	14.038	51
M 15	83.034	0.0	116.505	116.505	17.069	53
M 16	19.880	8.182	54.444	46.262	4.879	95
M 17	83.542	43.750	92.308	48.558	6.007	97
M 18	4.184	1.099	12.195	11.096	1.991	97
M 19	5.719	0.0	12.609	12.609	1.746	97
M 20	67.444	61.071	73.408	11.437	2.631	55
M 21	1.648	0.393	5.471	5.078	1.352	28
M 22	1.374	0.321	6.719	6.398	1.347	23
M 23	2.647	0.275	15.054	14.779	2.310	44
M 24	1.481	0.134	8.731	8.597	1.574	39
M 25	0.674	0.071	1.718	1.647	0.417	40
M 26	75.786	0.0	100.00	100.00	18.119	97
M 27	49.956	0.0	100.00	100.00	19.995	95
M 28	59.951	0.0	100.00	100.00	21.938	97
M 29	37.276	0.0	100.00	100.00	21.108	95
M 30	99.108	36.364	100.00	63.636	6.624	97
M 31	99.143	41.584	100.00	58.416	6.159	94
M 32	98.019	30.183	100.00	69.811	8.307	96
M 33	98.199	46.738	100.00	53.261	7.285	93
M 34	29.428	0.0	91.667	91.667	19.603	96
M 35	40.896	0.0	100.00	100.00	24.278	94

TABLE 2C: STATISTICAL DESCRIPTION OF THE SAMPLE, IN TERMS OF CRITERION VARIABLES

VAR.	MEAN	MINIMUM	MAXIMUM	RANGE	STAND.DEV.	NO. CASES
C 1	-8.186	-28.554	10.465	39.019	8.411	52
C 2	7.290	-9.288	45.507	54.795	9.653	52
C 3	24.293	2.000	61.000	59.000	12.341	99
C 4	53.273	14.000	84.000	70.000	13.212	99
C 5	80.596	59.000	97.000	38.000	8.811	99
C 6	27.214	8.000	56.000	48.000	9.617	98
C 7	52.633	25.000	82.000	57.000	10.984	98
C 8	77.929	49.000	94.000	45.000	8.117	98
C 9	-5.586	-43.000	32.000	75.000	12.209	99
C 10	-2.414	-50.000	22.000	58.000	13.068	99
C 11	0.303	-32.000	26.000	58.000	10.772	99
C 12	-5.113	-52.000	37.000	89.000	14.017	98
C 13	-10.674	-53.000	32.000	85.000	13.149	98
C 14	-6.680	-47.000	22.000	69.000	10.070	97
C 15	47.123	5.600	75.600	70.000	13.265	85
C 16	2.401	0.0	3.800	3.800	0.554	73
C 17	2.246	0.430	3.210	2.780	0.388	80
C 18	2.485	1.410	3.400	1.990	0.352	73
C 19	2.020	1.420	2.740	1.320	0.265	82
C 20	2.127	1.621	2.750	1.129	0.229	86

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
TOTAL SAMPLE	-8.186	-28.554	10.465	39.019	8.411	52
F1: Student Enrollment						
0 to 1000	-11.660	-25.000	2.911	27.911	7.926	19
1000 to 2000	-7.566	-28.554	10.465	39.019	8.678	21
2000 to 3000	-4.805	-10.275	3.496	13.771	4.799	8
3000 to 4000	-3.356	-15.631	8.919	24.550	17.359	2
F2: Percentage change in Student Enrollment during past five years						
-25% to 0%						0
0% to +25%	2.911	2.911	2.911	0.0	0.0	1
+25% to +50%	8.919	8.919	8.919	0.0	0.0	1
+50% to +80%						0
F3: Percentage students with "Spanish Surname"						
0% to 5%	-8.863	-23.768	10.465	34.233	8.834	20
5% to 10%	-7.879	-28.554	3.496	32.050	12.397	5
10% to 30%	-5.491	-25.000	8.919	33.919	9.546	9
30% to 50%	-11.824	-23.295	-5.844	17.451	9.937	3
F4: Percentage students who are "Other White"						
0% to 25%	2.911	2.911	2.911	0.0	0.0	1
25% to 50%	-11.342	-23.295	0.610	23.905	16.903	2
50% to 75%	-4.457	-7.699	1.972	9.671	3.784	5
75% to 100%	-8.948	-28.554	10.465	39.019	9.574	29
F5: Percentage students who are "Negro"						
0% to 5%	-8.335	-28.554	10.465	39.019	9.271	33
5% to 10%	-12.007	-23.295	-0.719	22.576	15.964	2
10% to 25%	-3.067	-3.067	-3.067	0.0	0.0	1
25% to 40%	0.610	0.610	0.610	0.0	0.0	1
F6: Percentage students who are "Oriental"						
0% to 3%	-8.452	-28.554	10.465	39.019	9.480	35
3% to 8%	-6.332	-6.332	-6.332	0.0	0.0	1
8% to 11%	0.610	0.610	0.610	0.0	0.0	1

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F7: Percentage students who are "American Indian"						
0% to 3%	-7.289	-28.554	10.465	39.019	9.057	34
3% to 10%	-20.868	-29.868	-20.868	0.0	0.0	1
10% to 17%	-16.418	-23.768	-9.068	14.700	10.394	2
F8: Percentage students who are "Other Nonwhite"						
0% to 2%	-8.186	-28.554	10.465	39.019	8.411	52
F9: Percentage students with "Spanish Surname" or "Negro"						
0% to 5%	-9.711	-23.768	10.465	34.233	8.900	18
5% to 10%	-9.669	-28.554	3.496	32.050	13.548	4
10% to 30%	-4.837	-25.000	8.919	33.919	8.677	11
30% to 60%	-8.715	-23.295	0.610	23.905	10.222	4
F10: Entering Q1 IQ Score (Percentile)						
10% to 20%	-8.893	-23.295	0.0	23.295	9.143	5
20% to 30%	-8.558	-18.404	0.649	19.053	7.672	9
30% to 40%	-8.225	-19.542	8.919	28.461	7.481	17
40% to 75%	-8.420	-28.554	10.465	39.019	9.581	12
F11: Entering Median IQ Score (Percentile)						
20% to 45%	-8.703	-23.295	0.649	23.944	9.178	7
45% to 55%	-10.417	-25.000	8.919	33.919	8.760	12
55% to 65%	-8.339	-28.554	10.465	39.019	9.526	18
65% to 100%	-7.333	-9.844	-3.361	6.483	2.520	7
F12: Entering Q3 IQ Score (Percentile)						
40% to 55%	-3.448	-3.448	-3.448	0.0	0.0	1
55% to 70%	-10.501	-23.295	0.649	23.944	7.995	10
70% to 80%	-10.251	-28.554	8.919	37.473	9.074	16
80% to 100%	-5.617	-16.026	10.465	26.491	6.606	16
F13: Entering Q1 Math Score (Percentile)						
10% to 20%	-8.229	-25.000	8.919	33.919	9.186	13
20% to 30%	-7.196	-23.768	3.496	27.264	8.246	16
30% to 40%	-8.199	-20.868	10.465	31.333	9.039	13
40% to 60%	-9.699	-28.554	-3.067	25.487	7.862	10

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F14: Entering Median Math Score (Percentile)						
30% to 45%	-8.460	-25.000	8.919	33.919	9.802	15
45% to 55%	-7.210	-23.768	10.465	34.233	10.483	13
55% to 65%	-8.329	-15.631	2.911	18.542	5.545	12
65% to 100%	-8.759	-28.554	0.610	29.164	7.313	12
F15: Entering Q3 Math Score (Percentile)						
45% to 60%	-12.049	-25.000	-3.448	21.552	11.416	3
60% to 70%	-9.657	-23.295	10.465	33.760	12.207	10
70% to 80%	-7.192	-23.768	2.911	26.679	8.621	15
80% to 100%	-7.712	-28.554	3.496	32.050	6.182	24
F16: Entering Q1 Reading Score (Percentile)						
10% to 20%	-8.649	-25.000	3.496	28.496	9.445	10
20% to 30%	-6.133	-23.768	8.919	32.687	8.544	15
30% to 40%	-8.722	-20.868	0.610	21.478	6.494	11
40% to 75%	-9.454	-28.554	10.465	39.019	9.191	16
F17: Entering Median Reading Score (Percentile)						
30% to 45%	1.310	0.649	1.972	1.323	0.936	2
45% to 55%	-6.616	-25.000	8.919	33.919	9.625	16
55% to 65%	-9.125	-23.295	2.503	20.792	7.044	8
65% to 90%	-9.594	-28.554	10.465	39.019	7.979	26
F18: Entering Q3 Reading Score (Percentile)						
60% to 70%	-1.732	-5.844	0.649	6.493	3.576	3
70% to 80%	-9.856	-25.000	8.919	33.919	10.096	14
80% to 100%	-8.395	-28.554	10.465	39.019	7.724	34
F19: Percentage entering students "Intending College"						
30% to 50%	-10.800	-28.554	10.465	39.019	10.609	18
50% to 60%	-7.330	-20.868	8.919	29.787	8.703	18
60% to 85%	-6.209	-11.877	0.610	12.487	3.729	16
F20: Percentage entering students "Intending Trade/Technical School"						
0% to 5%	-10.194	-23.768	0.610	24.378	6.560	17
5% to 10%	-4.212	-18.404	10.465	28.869	7.217	22
10% to 20%	-12.286	-28.554	1.972	30.526	9.963	13

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS") BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F21: Percentage entering students "Intending Further Training"						
40% to 50%	-17.047	-23.768	-7.699	16.069	7.846	4
50% to 60%	-9.479	-28.554	10.465	39.019	10.722	15
60% to 70%	-7.221	-19.542	8.919	28.461	7.964	20
70% to 90%	-5.454	-10.275	0.610	10.885	3.581	13
F22: Percentage entering students "Intending Work"						
0% to 5%	-12.086	-28.554	-0.384	28.170	9.686	12
5% to 15%	-9.083	-23.295	10.465	33.760	7.078	26
15% to 35%	-3.178	-20.868	8.919	29.787	7.692	14
F23: Percentage entering students "Undecided About Intentions"						
0% to 10%	-0.393	-6.332	8.919	15.251	4.173	12
10% to 20%	-6.540	-17.308	10.465	27.773	5.920	21
20% to 30%	-13.000	-25.000	-0.437	24.563	6.699	16
30% to 45%	-25.206	-28.554	-23.295	5.259	2.909	3
F24: City/Town Population						
100 to 50,000	-10.972	-28.554	2.911	31.465	8.162	28
50,000 to 150,000	-2.883	-10.904	10.465	21.369	6.216	14
150,000 to 500,000	-15.631	-15.631	-15.631	0.0	0.0	1
500,000 to 1,750,000						0
F25: Service Area Population						
100 to 25,000	-11.117	-28.554	2.911	31.465	8.435	24
25,000 to 50,000	-5.727	-10.904	0.0	10.904	3.176	13
50,000 to 100,000	-12.408	-23.295	-3.067	20.228	8.434	4
100,000 to 500,000	-0.178	-15.631	10.465	26.096	8.336	9
F26: Percentage change in "City/Town Population" since 1950						
-100% to 0%	-14.224	-25.000	-3.448	21.552	15.240	2
0% to 100%	-9.365	-23.768	2.911	26.679	7.606	14
100% to 1,000%	-8.834	-28.554	10.465	39.019	8.900	22
1,000% to 250,000%	-0.890	-2.429	0.649	3.078	2.176	2

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F27: Percentage Change in "Service Area Population" since 1950						
-100% to 0%	-25.000	-25.000	-25.000	0.0	0.0	1
0% to 100%	-9.644	-23.768	2.911	26.679	8.010	16
100% to 500%	-6.117	-16.026	3.496	19.522	6.986	13
500% to 1600%	-4.760	-23.295	10.465	33.760	11.174	6
F28: Expenditures for Student Transportation (Population Dispersion)						
$ 0 to $ 10	-8.862	-25.000	0.649	25.649	8.764	6
$10 to $ 25	-9.057	-23.295	0.0	23.295	6.560	13
$25 to $ 50	-9.934	-16.026	-2.503	13.523	4.775	8
$50 to $130	-4.890	-6.332	-3.448	2.884	2.039	2
F29: "Governmental Agencies or Public Utilities" a major source of income in the community?						
Yes	-8.328	-25.000	3.496	28.496	7.831	18
No	-8.222	-28.554	10.465	39.019	8.929	33
F30: "Manufacturing and Construction" a major source of income of the community?						
Yes	-6.532	-28.554	10.465	39.019	8.338	36
No	-11.909	-25.000	-0.384	24.616	7.547	16
F31: "Agriculture, Mining or Lumber" a major source of income of the community?						
Yes	-8.917	-25.000	8.919	33.919	8.718	31
No	-7.240	-28.554	10.465	39.019	8.206	20
F32: "Military" a major source of income of the community?						
Yes	-9.188	-23.768	-0.384	23.384	7.976	8
No	-8.087	-28.554	10.465	39.019	8.647	43
F33: "Research and Professions" a major source of income of the community?						
Yes	-10.092	-28.554	10.465	39.019	9.056	16
No	-7.339	-25.000	8.919	33.919	8.096	36
F34: "Services and Distribution" a major source of income of the community?						
Yes	-7.805	-28.554	10.465	39.019	8.918	37
No	-9.128	-25.000	2.911	27.911	7.201	15

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F35: "Sales and Clerical" a major occupation of the community?						
Yes	-9.454	-28.554	8.919	37.473	8.419	34
No	-5.792	-25.000	10.465	35.465	8.084	18
F36: "Professions" a major occupation of the community?						
Yes	-9.995	-28.554	10.465	39.019	8.182	22
No	-6.860	-25.000	8.919	33.919	8.464	30
F37: "Production and Distribution" a major occupation of the community?						
Yes	-8.726	-28.554	10.465	39.019	8.397	44
No	-5.217	-20.868	8.919	29.787	8.388	8
F38: "Owners-Managers" a major occupation of the community?						
Yes	-10.220	-28.554	8.919	37.473	11.156	18
No	-7.110	-25.000	10.465	35.465	6.463	34
F39: "Office Managers-Foremen" a major occupation of the community?						
Yes	-8.576	-28.554	8.919	37.473	11.689	16
No	-7.863	-25.000	10.465	35.465	6.797	34
F40: "Services" a major occupation of the community?						
Yes	-8.880	-25.000	10.465	35.465	9.257	27
No	-6.781	-28.554	8.919	37.473	7.685	22
F41: Assessed Valuation of District per ADA (Community Wealth)						
$15,000 to $20,000	-3.529	-6.476	0.0	6.476	2.667	4
$20,000 to $30,000	-11.753	-25.000	0.649	25.649	8.404	10
$30,000 to $40,000	-8.426	-16.026	-2.503	13.523	4.899	9
$40,000 to $60,000	-8.780	-12.787	-3.448	9.339	3.391	6
F42: Total School Expenditures per ADA as a percentage of Assessed Valuation of District per ADA (Relative School Support)						
0.80% to 1.50%	-8.429	-12.787	-3.448	9.339	3.863	5
1.50% to 2.00%	-8.752	-14.904	-2.503	12.401	5.068	4
2.00% to 2.50%	-8.958	-25.000	0.649	25.649	8.113	13
2.50% to 3.00%	-9.507	-18.404	-3.951	14.453	5.398	7

Table 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN					
F43: Total School Expenditures per ADA (Absolute School Support)						
\$400 to \$500	-4.461	-12.787	0.649	13.436	5.477	5
\$500 to \$600	-9.464	-25.000	-2.503	22.497	7.595	8
\$600 to \$700	-8.904	-23.295	-3.361	19.934	6.102	9
\$700 to \$800	-11.715	-18.404	-6.332	12.072	4.602	7
F44: Type of School District: Unified vs. Union						
Unified	-5.972	-25.000	10.465	35.465	8.349	27
Union	-10.026	-28.554	8.919	37.473	7.984	22
F45: Type of School District: Unified vs. City						
Unified	-5.972	-25.000	10.465	35.465	8.349	27
City	-10.059	-10.275	-9.844	0.431	0.305	2
F46: Number of High Schools in District						
1	-9.828	-25.000	2.911	27.911	7.901	18
2 to 4	-9.077	-23.768	0.610	24.378	6.889	12
4 to 7	-5.850	-23.295	10.465	33.760	9.363	16
7 to 12	-9.380	-28.554	-2.429	26.125	10.943	5
F47: Number of Jr. High Schools in District						
0	-10.056	-25.000	10.465	35.465	7.886	32
1 to 4	-10.554	-28.554	0.610	29.164	9.296	9
4 to 8	-1.742	-7.699	3.496	11.195	4.643	6
8 to 13	-3.820	-3.951	-3.690	0.261	0.185	2
F48: Distance to nearest College						
1 to 5 mi.	-8.180	-23.295	0.649	23.944	6.168	14
5 to 50 mi.	-10.241	-25.000	-2.503	22.497	6.773	13
50 to 240 mi.	-6.258	-9.068	-3.448	5.620	3.974	2

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M1: Percentage of certificated staff who are "Male"						
45% to 55%	-6.833	-10.275	-4.380	5.895	3.069	3
55% to 65%	-6.720	-23.768	-10.465	34.233	8.504	19
65% to 75%	-8.931	-28.554	8.919	37.473	8.880	25
75% to 85%	-11.796	-25.000	-3.067	21.933	9.685	4
M2: Percentage of staff who are "Under 31"						
0% to 10%	-23.768	-23.768	-23.768	0.0	0.0	1
10% to 30%	-6.179	-19.542	8.919	28.461	6.920	18
30% to 50%	-9.968	-28.554	3.496	32.050	8.747	27
50% to 60%	-3.597	-10.904	10.465	21.369	7.444	6
M3: Percentage of staff who are "Over 45"						
0% to 10%	-7.366	-28.554	10.465	39.019	10.248	10
10% to 20%	-9.633	-23.295	3.496	26.791	7.083	18
20% to 30%	-9.617	-25.000	2.911	27.911	9.615	12
30% to 45%	-5.270	-17.308	8.919	26.227	7.519	12
M4: Percentage of staff who are "Men Under 31"						
0% to 10%	-12.859	-23.768	-2.503	21.265	8.121	7
10% to 20%	-5.427	-28.554	8.919	37.473	8.223	20
20% to 30%	-9.930	-23.295	2.911	26.206	6.836	20
30% to 40%	-5.708	-25.00	10.465	35.465	12.677	5
M5: Percentage of staff who are "Women Under 31"						
0% to 10%	-10.153	-25.000	8.919	33.919	10.422	12
10% to 20%	-7.659	-28.554	3.496	32.050	7.405	32
20% to 30%	-4.497	-15.631	10.465	26.096	9.036	6
30% to 45%	-15.886	-20.868	-10.904	9.964	7.046	2
M6: Percentage of staff who are "Men Over 45"						
0% to 5%	-8.995	-28.554	10.465	39.019	10.898	9
5% to 15%	-8.479	-23.768	3.496	27.264	7.286	29
15% to 25%	-4.022	-16.026	8.919	24.945	8.028	9
25% to 35%	-12.529	-25.000	-0.384	24.616	9.966	5

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M7: Percentage of staff who are "Women Over 45"						
0% to 5%	-12.036	-28.554	0.649	29.203	8.708	17
5% to 10%	-6.087	-18.404	10.465	28.869	7.734	14
10% to 20%	-5.909	-23.768	8.919	32.687	8.257	17
20% to 30%	-8.853	-17.308	-3.448	13.860	6.396	4
M8: Percentage of staff with "4 or More Years of Service Within the District"						
0% to 10%	-1.209	-3.067	0.649	3.716	2.628	2
10% to 30%	-14.904	-14.904	-14.904	0.0	0.0	1
30% to 50%	-12.815	-28.554	-3.448	25.106	8.163	19
50% to 85%	-5.496	-19.542	10.465	30.007	7.508	30
M9: Percentage of staff who are "Inexperienced Teachers"						
0% to 5%	-8.172	-23.768	8.919	32.687	7.646	23
5% to 10%	-7.453	-28.554	10.465	39.019	10.238	15
10% to 15%	-10.957	-23.295	0.649	23.944	8.349	10
15% to 25%	-3.106	-8.277	2.911	11.188	5.642	3
M10: Percentage of staff who have an "M.A. Degree"						
0% to 20%	-13.889	-25.000	-3.067	21.933	8.551	6
20% to 40%	-8.102	-28.554	3.496	32.050	7.720	30
40% to 60%	-6.164	-23.768	10.465	34.233	8.385	13
60% to 85%	-6.386	-19.542	8.919	28.461	14.352	3
M11: Percentage of staff who have a "Ph.D. or Ed.D. Degree"						
0%	-8.716	-28.554	8.919	37.473	8.634	38
0.1% to 2%	-5.388	-15.631	10.465	26.096	7.954	11
2% to 4%	-4.380	-4.380	4.380	0.0	0.0	1
4% to 7%	-15.427	-16.026	-14.829	1.197	0.846	2
M12: Ratio of "Provisional" to "Standard" credentials						
0%	-7.822	-28.554	8.919	37.403	7.468	34
0.1% to 1.0%	-7.987	-25.000	10.465	35.465	10.547	15
1.0% to 2.0%	-11.961	-19.544	4.380	15.162	10.721	2

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M13: Ratio of "Special Secondary" to "Standard" credentials						
0%	-10.222	-28.554	2.911	31.465	8.602	14
0.1% to 1%	-7.618	-25.000	10.465	35.465	8.367	37
1% to 5%						0
5% to 10%	-0.719	-0.719	-0.719	0.0	0.0	1
M14: Percentage of staff who are "Members of AFT"						
0%	-10.680	-28.554	0.649	29.203	7.564	35
0.1% to 10%	-2.454	-18.404	10.465	28.869	9.279	9
10% to 50%	-4.120	-8.850	0.610	9.460	6.689	2
50% to 100%	-10.275	-10.275	-10.275	0.0	0.0	1
M15: Percentage of staff who are "Members of CTA"						
0%	-8.772	-14.904	-3.448	11.456	5.925	4
0.1% to 10%						0
10% to 50%	0.610	0.610	0.610	0.0	0.0	1
50% to 100%	-8.916	-28.554	10.465	39.019	8.515	43
M16: Ratio of Students to Certificated Staff						
8 to 20	-12.183	-28.554	2.911	31.465	8.129	24
20 to 30	-4.604	-23.295	10.465	33.760	7.245	24
30 to 40						0
40 to 55	-15.631	-15.631	-15.631	0.0	0.0	1
M17: Percentage of certificated staff in "Regular Instruction"						
40% to 60%	-1.214	-5.340	2.911	8.251	5.834	2
60% to 70%						0
70% to 80%	-3.473	-18.404	10.465	28.869	10.562	5
80% to 95%	-9.064	-28.554	8.919	37.473	8.190	44
M18: Percentage of certificated staff in "Administration"						
0% to 2%	-0.332	-6.476	8.919	15.395	6.846	4
2% to 4%	-6.979	-25.000	3.496	28.496	8.241	20
4% to 8%	-9.522	-28.554	10.465	39.019	8.152	22
8% to 13%	-13.649	-23.768	-3.067	20.701	8.884	5

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M19: Percentage of certificated staff in "Counseling" or "Testing"						
0% to 2%	-5.844	-5.844	-5.844	0.0	0.0	1
2% to 4%	-12.786	-20.868	1.972	22.840	8.198	7
4% to 8%	-7.506	-28.554	10.465	39.019	8.468	38
8% to 13%	-7.610	-23.768	0.610	24.378	9.714	5
M20: Percentage of expenditures which are "Direct Instructional" Expenditures						
60% to 65%	-10.642	-16.026	-3.361	12.665	5.937	4
65% to 70%	-8.027	-23.295	0.649	23.944	5.780	20
70% to 75%	-7.914	-11.877	-3.951	7.926	5.605	2
M21: Percentage of expenditures which are "Textbook" Instructional Material Expenditures						
0% to 1%	-8.151	-23.295	0.0	23.295	6.906	9
1% to 2%	-10.947	-25.000	-3.361	21.639	6.241	13
2% to 4%	-4.865	-8.277	0.649	8.926	4.820	3
4% to 6%	-9.130	-14.904	-3.951	10.953	5.501	3
M22: Percentage of expenditures which are "Non-textbook" Instructional Material Expenditures						
0% to 1%	-8.345	-18.404	0.0	18.404	5.510	10
1% to 3%	-11.409	-25.000	-3.951	21.049	6.782	12
3% to 5%						0
5% to 7%	-8.535	-8.535	-8.535	0.0	0.0	1
M23: Ratio of "Textbook" to "Non-textbook" Instructional Material Expenditures						
0 to 1	-11.181	-23.295	-4.462	18.833	5.896	7
1 to 3	-6.701	-25.000	10.465	35.465	8.493	20
3 to 6	-12.621	-23.768	0.610	24.378	7.578	11
6 to 16	-3.067	-3.067	-3.067	0.0	0.0	1
M24: Ratio of Science" to "Phys. Ed." Expenditures						
0 to 1	-7.618	-25.000	8.919	33.919	6.926	15
1 to 3	-7.911	-23.295	10.465	33.760	8.045	18
3 to 6	-5.088	-6.476	-3.448	3.028	1.530	3
6 to 9	-16.026	-16.026	-16.026	0.0	0.0	1

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M25: Ratio of "Science" to "Shop" Expenditures						
0 to 0.5	-6.911	-25.000	10.465	35.465	10.317	14
0.5 to 1.0	-7.658	-18.404	-2.429	15.975	4.588	15
1.0 to 2.0	-8.809	-14.904	0.0	14.904	5.311	8
M26: Percentage of 115+ IQ Boys taking "3 or More Years of Math."						
0% to 20%	-11.877	-11.877	-11.877	0.0	0.0	1
20% to 50%	-1.280	-6.968	3.496	10.464	4.375	5
50% to 80%	-10.021	-28.554	8.919	37.473	8.991	28
80% to 100%	-7.045	-25.000	10.465	35.465	7.822	17
M27: Percentage of 115+ IQ Girls taking "3 or More Years of Math."						
0% to 20%	-18.456	-28.554	3.496	32.050	14.775	4
20% to 50%	-7.828	-20.868	8.919	29.787	7.673	21
50% to 80%	-6.798	-23.295	10.465	33.760	7.636	23
80% to 100%	-6.088	-6.332	-5.844	0.488	0.345	2
M28: Percentage of 115+ IQ Boys taking "3 or More Years of Science"						
0% to 20%	-12.665	-20.868	-4.462	16.406	11.601	2
20% to 50%	-5.889	-19.542	8.919	28.461	7.242	14
50% to 80%	-8.556	-28.554	10.465	39.019	9.134	29
80% to 100%	-10.453	-25.000	-3.448	21.552	7.819	6
M29: Percentage of 115+ IQ Girls taking "3 or More Years of Science"						
0% to 20%	-3.977	-19.542	8.919	28.461	8.259	8
20% to 50%	-8.731	-28.554	10.465	39.019	8.932	32
50% to 80%	-9.555	-25.000	-0.384	24.616	7.245	10
80% to 100%						0
M30: Percentage of 115+ IQ Boys taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	-4.462	-4.462	-4.462	0.0	0.0	1
50% to 80%						0
80% to 100%	-8.283	-28.554	10.465	39.019	8.562	50

TABLE 3.1: PERFORMANCE ON CRITERION 1 (CHANGE IN PERCENTAGE OF STUDENTS "UNDECIDED ABOUT INTENTIONS"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M31: Percentage of 115+ IQ Girls taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	-4.462	-4.462	-4.462	0.0	0.0	1
50% to 80%						0
80% to 100%	-8.210	-28.554	10.465	39.019	8.635	49
M32: Percentage of 115+ IQ Boys taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	-4.462	-4.462	-4.462	0.0	0.0	1
50% to 80%	-5.147	-10.904	0.610	11.514	8.142	2
80% to 100%	-8.395	-28.554	10.465	39.019	8.729	47
M33: Percentage of 115+ IQ Girls taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	-4.462	-4.462	-4.462	0.0	0.0	1
50% to 80%	-5.147	-10.904	0.610	11.514	8.142	2
80% to 100%	-8.319	-28.554	10.465	39.019	8.810	46
M34: Percentage of 115+ IQ Boys taking "3 or More Years of Foreign Language"						
0% to 20%	-8.802	-25.000	3.496	28.496	9.285	16
20% to 50%	-7.558	-28.554	10.465	39.019	8.501	28
50% to 80%	-10.286	-19.542	0.649	20.191	7.811	6
80% to 100%						0
M35: Percentage of 115+ IQ Girls taking "3 or More Years of Foreign Language"						
0% to 20%	-10.795	-25.000	1.972	26.972	8.113	10
20% to 50%	-8.518	-28.554	8.919	37.473	10.120	23
50% to 80%	-5.129	-10.275	10.465	20.740	5.899	12
80% to 100%	-9.221	-19.542	-2.429	17.113	7.396	4

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
TOTAL SAMPLE	7.290	-9.288	45.507	54.795	9.653	52
F1: Student Enrollment						
0 to 1000	11.183	-6.322	45.507	51.829	12.296	19
1000 to 2000	4.370	-9.288	22.518	31.806	7.882	21
2000 to 3000	7.780	-2.320	15.895	18.215	5.096	8
3000 to 4000	6.107	2.125	10.089	7.964	5.631	2
F2: Percentage change in Student Enrollment during past five years						
-25% to 0%						0
0% to +25%	-0.981	-0.981	-0.981	0.0	0.0	1
+25% to +50%	2.125	2.125	2.125	0.0	0.0	1
+50% to +80%						0
F3: Percentage students with "Spanish Surname"						
0% to 5%	7.423	-6.322	45.507	51.829	11.421	20
5% to 10%	11.282	1.071	22.518	21.447	8.638	5
10% to 30%	1.655	-9.288	15.895	25.183	8.595	9
30% to 50%	13.212	4.992	24.026	19.034	9.779	3
F4: Percentage students who are "Other White"						
0% to 25%	-0.981	-0.981	-0.981	0.0	0.0	1
25% to 50%	4.951	-0.715	10.617	11.332	8.013	2
50% to 75%	5.155	-9.288	24.026	33.314	12.750	5
75% to 100%	7.748	-8.451	45.507	53.958	10.702	29
F5: Percentage students who are "Negro"						
0% to 5%	7.507	-9.288	45.507	54.795	10.999	33
5% to 10%	5.844	1.071	10.617	9.546	6.750	2
10% to 25%	0.700	0.700	0.700	0.0	0.0	1
25% to 40%	-0.715	-0.715	-0.715	0.0	0.0	1
F6: Percentage students who are "Oriental"						
0% to 3%	7.289	-9.288	45.507	54.795	10.793	35
3% to 8%	4.992	4.992	4.992	0.0	0.0	1
8% to 11%	-0.715	-0.715	-0.715	0.0	0.0	1

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F7: Percentage students who are "American Indian"						
0% to 3%	5.962	-9.288	24.026	33.314	8.601	34
3% to 10%	0.0	0.0	0.0	0.0	0.0	1
10% to 17%	28.345	11.184	45.507	34.323	24.270	2
F8: Percentage students who are "Other Nonwhite"						
0% to 2%	7.290	-9.288	45.507	54.795	9.653	52
F9: Percentage students with "Spanish Surname" or "Negro"						
0% to 5%	8.249	-6.322	45.507	51.829	11.769	18
5% to 10%	13.834	5.615	22.518	16.903	7.487	4
10% to 30%	1.515	-9.288	15.895	25.183	7.694	11
30% to 60%	9.730	-0.715	24.026	24.741	10.594	4
F10: Entering Q1 IQ Score (Percentile)						
10% to 20%	5.554	-6.574	24.026	30.600	12.798	5
20% to 30%	7.233	-0.715	22.650	23.365	7.100	9
30% to 40%	6.492	-8.451	27.597	36.048	8.494	17
40% to 75%	7.934	0.0	22.518	22.518	6.678	12
F11: Entering Median IQ Score (Percentile)						
20% to 45%	3.312	-6.574	13.036	19.610	7.720	7
45% to 55%	10.661	-3.158	27.597	30.755	9.847	12
55% to 65%	5.638	-8.451	22.518	30.969	7.483	18
65% to 100%	7.977	1.889	12.089	10.200	3.316	7
F12: Entering Q3 IQ Score (Percentile)						
40% to 55%	-6.322	-6.322	-6.322	0.0	0.0	1
55% to 70%	9.171	-6.574	24.026	30.600	9.084	10
70% to 80%	6.479	-8.451	22.518	30.969	6.989	16
80% to 100%	6.836	-3.591	27.597	31.188	7.721	16
F13: Entering Q1 Math Score (Percentile)						
10% to 20%	4.298	-8.451	17.144	25.595	7.579	13
20% to 30%	8.056	-9.288	45.507	54.795	12.777	16
30% to 40%	8.689	-3.591	27.597	31.188	9.766	13
40% to 60%	8.132	0.700	22.518	21.818	5.882	10

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F14: Entering Median Math Score (Percentile)						
30% to 45%	5.372	-8.451	22.650	31.101	8.381	15
45% to 55%	7.438	-9.288	45.507	54.795	14.560	13
55% to 65%	9.477	-3.591	24.026	27.617	8.117	12
65% to 100%	7.338	-0.715	22.518	23.233	5.933	12
F15: Entering Q3 Math Score (Percentile)						
45% to 60%	0.173	-6.322	10.000	16.322	8.656	3
60% to 70%	9.453	0.0	27.597	27.597	8.228	10
70% to 80%	6.974	-9.288	45.507	54.795	14.366	15
80% to 100%	7.892	-8.451	22.518	30.969	6.352	24
F16: Entering Q1 Reading Score (Percentile)						
10% to 20%	5.692	-9.288	24.026	33.314	10.143	10
20% to 30%	6.737	-6.574	45.507	52.081	12.734	15
30% to 40%	6.709	-3.591	27.597	31.188	8.559	11
40% to 75%	9.206	-0.981	22.650	23.631	6.980	16
F17: Entering Median Reading Score (Percentile)						
30% to 45%	-1.372	-9.288	6.545	15.833	11.196	2
45% to 55%	8.229	-8.451	45.507	53.958	14.541	16
55% to 65%	4.595	-6.322	10.617	16.939	5.193	8
65% to 90%	8.206	-0.981	22.650	23.631	6.395	26
F18: Entering Q3 Reading Score (Percentile)						
60% to 70%	7.999	-6.574	24.026	30.600	15.352	3
70% to 80%	7.939	-8.451	45.507	53.958	14.347	14
80% to 100%	7.203	-9.288	22.650	31.938	6.806	34
F19: Percentage entering students "Intending College"						
30% to 50%	11.345	-9.288	45.507	54.795	13.324	18
50% to 60%	6.400	-8.451	22.650	31.101	6.685	18
60% to 85%	3.728	-6.322	15.895	22.217	5.544	16
F20: Percentage entering students "Intending Trade/Technical School"						
0% to 5%	8.170	-3.158	45.507	48.665	11.579	17
5% to 10%	5.110	-8.451	24.026	32.477	7.592	22
10% to 20%	9.827	-9.288	27.597	36.885	9.979	13

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F21: Percentage entering students "Intending Further Training"						
40% to 50%	16.349	-3.158	45.507	48.665	20.647	4
50% to 60%	8.527	-8.451	27.597	36.048	10.752	15
60% to 70%	6.703	-9.288	22.650	31.938	6.936	20
70% to 90%	3.977	-6.322	15.895	22.217	6.053	13
F22: Percentage entering students "Intending Work"						
0% to 5%	8.899	-6.322	45.507	51.829	13.757	12
5% to 15%	8.282	-3.158	27.597	30.755	7.386	26
15% to 35%	4.066	-9.288	24.026	33.314	9.215	14
F23: Percentage entering students "Undecided About Intentions:						
0% to 10%	1.833	-6.574	10.060	16.634	5.289	12
10% to 20%	5.867	-9.288	22.650	31.938	8.321	21
20% to 30%	9.701	-2.320	27.597	29.917	7.585	16
30% to 45%	26.214	10.617	45.507	34.890	17.736	3
F24: City/Town Population						
100 to 50,000	9.653	-6.322	45.507	51.829	10.414	28
50,000 to 150,000	2.513	-9.288	15.895	25.183	7.718	14
150,000 to 500,000	10.089	10.089	10.089	0.0	0.0	1
500,000 to 1,750,000						0
F25: Service Area Population						
100 to 25,000	9.793	-8.451	45.507	53.958	12.079	24
25,000 to 50,000	4.881	-6.574	12.544	19.118	6.005	13
50,000 to 100,000	8.282	0.700	12.430	11.730	5.207	4
100,000 to 500,000	3.180	-9.288	15.895	25.183	7.627	9
F26: Percentage change in "City/Town Population" since 1950						
-100% to 0%	1.839	-6.322	10.000	16.322	11.541	2
0% to 100%	9.967	-0.981	45.507	46.488	12.037	14
100% to 1,000%	7.859	-9.288	27.597	36.885	8.504	22
1,000% to 250,000%	-0.953	-8.451	6.545	14.996	10.604	2

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F27: Percentage Change in "Service Area Population" since 1950						
-100% to 0%	10.000	10.000	10.000	0.0	0.0	1
0% 100%	9.243	-8.451	45.507	53.958	13.313	16
100% to 500%	6.456	-9.288	27.597	36.885	10.185	13
500% to 1600%	5.540	0.700	10.617	9.917	3.705	6
F28: Expenditures for Student Transportation (Population Dispersion)						
$ 0 to $ 10	7.791	1.033	12.544	11.511	3.920	6
$10 to $ 25	6.173	-6.574	15.895	22.469	6.147	13
$25 to $ 50	12.714	6.021	27.597	21.576	6.989	8
$50 to $130	-0.665	-6.322	4.992	11.314	8.000	2
F29: Governmental Agencies or Public Utilities" a major source of income in the community?						
Yes	9.834	-3.158	45.507	48.665	11.663	18
No	5.903	-9.288	24.026	33.314	8.403	33
F30: "Manufacturing and Construction" a major source of income of the community?						
Yes	6.871	-9.288	27.597	36.885	8.447	36
No	8.232	-6.322	45.507	51.829	12.205	16
F31: "Agriculture, Mining or Lumber" a major source of income of the community?						
Yes	8.717	-9.288	45.507	54.795	10.761	31
No	5.079	-8.451	22.518	30.969	7.667	20
F32: "Military" a major source of income of the community?						
Yes	11.570	-0.415	45.507	45.922	14.833	8
No	6.495	-9.288	27.597	36.885	8.505	43
F33: "Research and Professions" a major source of income of the community?						
Yes	8.501	-0.715	22.518	23.233	6.106	16
No	6.751	-9.288	45.507	54.795	10.901	36
F34: "Services and Distribution" a major source of income of the community?						
Yes	5.759	-9.288	45.507	54.795	9.779	37
No	11.066	-0.981	27.597	28.578	8.488	15

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F35: "Sales and Clerical" a major occupation of the community?						
Yes	7.622	-9.288	45.507	54.795	10.294	34
No	6.662	-6.574	24.026	30.600	8.556	18
F36: "Professions" a major occupation of the community?						
Yes	7.353	-3.591	22.518	26.109	6.403	22
No	7.243	-9.288	45.507	54.795	11.583	30
F37: "Production and Distribution" a major occupation of the community?						
Yes	8.303	-9.288	45.507	54.795	10.076	44
No	1.716	-3.591	7.423	11.014	3.631	8
F38: "Owners-Managers" a major occupation of the community?						
Yes	8.034	-9.288	45.507	54.795	12.923	18
No	6.896	-6.574	27.597	34.171	7.584	34
F39: "Office Managers-Foremen" a major occupation of the community?						
Yes	7.396	-9.288	45.507	54.795	14.138	16
No	7.396	-6.574	27.597	34.171	7.002	34
F40: "Services" a major occupation of the community?						
Yes	7.586	-9.288	45.507	54.795	10.621	27
No	7.039	-8.451	24.026	32.477	8.923	22
F41: Assessed Valuation of District per ADA (Community Wealth)						
$15,000 to $20,000	-0.696	-6.574	6.349	12.923	5.644	4
$20,000 to $30,000	9.379	5.615	17.144	11.529	3.639	10
$30,000 to $40,000	11.012	1.889	27.597	25.708	7.612	9
$40,000 to $60,000	6.212	-6.322	11.184	17.506	6.437	6
F42: Total School Expenditures per ADA as a percentage of Assessed Valuation of District per ADA (Relative School Support)						
0.80% to 1.50%	5.070	-6.322	10.642	16.964	6.588	5
1.50% to 2.00%	10.221	7.983	13.558	5.575	2.666	4
2.00% to 2.50%	8.914	-6.574	27.597	34.171	8.466	13
2.50% to 3.00%	6.467	-3.591	13.036	16.627	5.210	7

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F43: Total School Expenditures per ADA (Absolute School Support)						
$400 to $500	2.987	-6.574	7.584	14.158	5.923	5
$500 to $600	5.714	-6.322	13.558	19.880	7.008	8
$600 to $700	9.946	1.889	17.144	15.255	4.826	9
$700 to $800	11.032	4.992	27.597	22.605	7.869	7
F44: Type of School District: Unified vs. Union						
Unified	4.278	-9.288	24.026	33.314	8.163	27
Union	8.763	-8.451	27.597	36.048	7.521	22
F45: Type of School District: Unified vs. City						
Unified	4.278	-9.288	24.026	33.314	8.163	27
City	12.637	9.380	15.895	6.515	4.607	2
F46: Number of High Schools in District						
1	6.849	-6.574	27.597	34.171	9.760	18
2 to 4	12.165	-0.715	45.507	46.222	11.563	12
4 to 7	5.051	-9.288	15.895	25.183	6.786	16
7 to 12	4.488	-8.451	22.518	30.969	11.859	5
F47: Number of Jr. High Schools in District						
0	9.216	-8.451	45.507	53.958	10.317	32
1 to 4	7.705	-6.574	22.518	29.092	8.687	9
4 to 8	0.631	-9.288	10.060	19.348	7.165	6
8 to 13	1.379	-3.591	6.349	9.940	7.029	2
F48: Distance to nearest College						
1 to 5 mi.	7.902	-6.574	27.597	34.171	7.816	14
5 to 50 mi.	8.607	-3.591	17.144	20.735	4.946	13
50 to 240 mi.	2.431	-6.322	11.184	17.506	12.379	2

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M1: Percentage of certificated staff who are "Male"						
45% to 55%	16.374	9.201	24.026	14.825	7.424	3
55% to 65%	7.769	-9.288	45.507	54.795	12.914	19
65% to 75%	6.065	-8.451	22.518	30.969	7.343	25
75% to 85%	5.819	0.700	10.000	9.300	3.978	4
M2: Percentage of staff who are "Under 31"						
0% to 10%	45.507	45.507	45.507	0.0	0.0	1
10% to 30%	7.158	-6.574	24.026	30.600	8.460	18
30% to 50%	5.918	-9.288	27.597	36.885	8.370	27
50% to 60%	7.488	0.700	17.144	16.444	6.356	6
M3: Percentage of staff who are "Over 45"						
0% to 10%	9.224	0.700	22.518	21.818	6.715	10
10% to 20%	5.886	-8.451	13.558	22.009	6.508	18
20% to 30%	5.980	-9.288	45.507	54.795	13.982	12
30% to 45%	9.093	-6.322	27.597	33.919	11.051	12
M4: Percentage of staff who are "Men Under 31"						
0% to 10%	14.779	0.0	45.507	45.507	15.198	7
10% to 20%	5.683	-9.288	27.597	36.885	10.387	20
20% to 30%	7.065	-8.451	17.144	25.595	6.282	20
30% to 40%	4.132	0.700	10.000	9.300	4.222	5
M5: Percentage of staff who are "Women Under 31"						
0% to 10%	10.877	-6.574	45.507	52.081	13.077	12
10% to 20%	5.889	-9.288	27.597	36.885	8.859	32
20% to 30%	7.924	1.699	17.144	15.445	5.251	6
30% to 45%	6.272	0.0	12.544	12.544	8.870	2
M6: Percentage of staff who are "Men Over 45"						
0% to 5%	9.783	1.699	22.518	20.819	6.675	9
5% to 15%	6.152	-9.288	45.507	54.795	10.796	29
15% to 25%	7.283	-0.981	27.597	28.578	9.288	9
25% to 35%	9.409	-0.415	24.026	24.441	9.028	5

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TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M7: Percentage of staff who are "Women Over 45"						
0% to 5%	6.827	-8.451	22.518	30.969	7.042	17
5% to 10%	5.848	-2.320	17.144	19.464	6.140	14
10% to 20%	8.217	-9.288	45.507	54.795	13.514	17
20% to 30%	10.356	-6.322	22.650	28.972	12.400	4
M8: Percentage of staff with "4 or More Years of Service Within the District"						
0% to 10%	3.622	0.700	6.545	5.845	4.133	2
10% to 30%	13.558	13.558	13.558	0.0	0.0	1
30% to 50%	11.739	-6.322	45.507	51.829	12.086	19
50% to 85%	4.507	-9.288	22.650	31.938	7.025	30
M9: Percentage of staff who are "Inexperienced Teachers"						
0% to 5%	9.705	-9.288	45.507	54.795	12.076	23
5% to 10%	6.286	-2.320	22.518	24.838	6.312	15
10% to 15%	5.309	-8.451	13.558	22.009	8.217	10
15% to 25%	0.348	-3.591	5.615	9.206	4.745	3
M10: Percentage of staff who have an "M.A. Degree"						
0% to 20%	8.394	0.0	17.144	17.144	6.752	6
20% to 40%	5.705	-9.288	22.650	31.938	7.838	30
40% to 60%	10.759	-6.574	45.507	52.081	14.364	13
60% to 85%	5.899	2.125	8.161	6.036	3.290	3
M11: Percentage of staff who have a "Ph.D. or Ed.D. Degree"						
0%	7.962	-8.451	45.507	53.958	10.048	38
0.1% to 2%	3.270	-9.288	12.089	21.377	6.269	11
2% to 4%	9.201	9.201	9.201	0.0	0.0	1
4% to 7%	15.666	3.736	27.597	23.861	16.872	2
M12: Ratio of "Provisional" to "Standard" credentials						
0%	7.238	-8.451	24.026	32.477	7.833	34
0.1% to 1.0%	5.917	-9.288	45.507	54.795	12.770	15
1.0% to 2.0%	8.306	7.412	9.201	1.789	1.265	2

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS " INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST. DEV.	NO.
M13: Ratio of "Special Secondary" to "Standard" credentials						
0%	11.337	-6.322	45.507	51.829	13.196	14
0.1% to 1%	5.926	-9.288	27.597	36.885	7.731	37
1% to 5%						0
5% to 10%	1.071	1.071	1.071	0.0	0.0	1
M14: Percentage of staff who are "Members of AFT"						
0%	9.306	-3.591	45.507	49.098	9.872	35
0.1% to 10%	1.869	-9.288	13.036	22.324	8.649	9
10% to 50%	2.867	-0.715	6.450	7.165	5.066	2
50% to 100%	15.895	15.895	15.895	0.0	0.0	1
M15: Percentage of staff who are "Members of CTA"						
0%	2.807	-6.322	13.558	19.880	9.357	4
0.1% to 10%						0
10% to 50%	-0.715	-0.715	-0.715	0.0	0.0	1
50% to 100%	8.077	-9.288	45.507	54.795	10.011	43
M16: Ratio of Students to Certificated Staff						
8 to 20	11.296	-6.322	45.507	51.829	11.165	24
20 to 30	3.754	-9.288	15.895	25.183	6.882	24
30 to 40						0
40 to 55	10.089	10.089	10.089	0.0	0.0	1
M17: Percentage of certificated staff in "Regular Instruction"						
40% to 60%	8.081	-0.981	17.144	18.125	12.816	2
60% to 70%						0
70% to 80%	5.072	-0.715	13.036	13.751	6.293	5
80% to 95%	7.503	-9.288	45.507	54.795	10.117	44
M18: Percentage of certificated staff in "Administration"						
0% to 2%	2.911	-0.715	9.201	9.916	4.353	4
2% to 4%	4.451	-9.288	22.650	31.938	8.851	20
4% to 8%	7.534	-3.591	22.518	26.109	6.059	22
8% to 13%	21.048	0.700	45.507	44.807	17.678	5

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M19: Percentage of certificated staff in "Counseling" or "Testing"						
0% to 2%	24.026	24.026	24.026	0.0	0.0	1
2% to 4%	8.889	-9.288	27.597	36.885	11.980	7
4% to 8%	6.359	-8.451	22.650	31.101	7.068	38
8% to 13%	8.748	-3.158	45.507	48.665	20.621	5
M20: Percentage of expenditures which are "Direct Instructional" Expenditures						
60% to 65%	12.165	1.889	27.597	25.708	11.381	4
65% to 70%	8.252	-6.574	17.144	23.718	5.135	20
70% to 75%	1.215	-3.591	6.021	9.612	6.797	2
M21: Percentage of expenditures which are "Textbook" Instructional Material Expenditures						
0% to 1%	5.661	-6.574	15.895	22.469	7.584	9
1% to 2%	9.809	1.033	27.597	26.564	6.927	13
2% to 4%	7.601	5.615	10.642	5.027	2.675	3
4% to 6%	6.043	-3.591	13.558	17.149	8.769	3
M22: Percentage of expenditures which are "Non-textbook" Instructional Material Expenditures						
0% to 1%	7.460	-6.574	17.144	23.718	8.270	10
1% to 3%	7.439	-3.591	13.558	17.149	4.770	12
3% to 5%						0
5% to 7%	8.161	8.161	8.161	0.0	0.0	1
M23: Ratio of "Textbook" to "Non-textbook" Instructional Material Expenditures						
0 to 1	10.007	7.227	15.895	8.668	2.995	7
1 to 3	3.710	-8.451	17.144	25.595	7.102	20
3 to 6	13.368	-0.715	45.507	46.222	13.493	11
6 to 16	0.700	0.700	0.700	0.0	0.0	1
M24: Ratio of "Science" to "Phys. Ed." Expenditures						
0 to 1	8.171	-3.158	24.026	27.184	6.625	15
1 to 3	6.036	-6.574	13.558	20.132	5.823	18
3 to 6	3.952	-6.322	17.144	23.466	12.002	3
6 to 9	27.597	27.597	27.597	0.0	0.0	1

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M25: Ratio of "Science" to "Shop" Expenditures						
0 to 0.5	8.429	-0.981	27.597	28.578	7.573	14
0.5 to 1.0	7.337	-8.451	24.026	32.477	7.958	15
1.0 to 2.0	3.566	-6.574	13.558	20.132	8.004	8
M26: Percentage of 115+ IQ Boys taking "3 or More Years of Math."						
0% to 20%	6.021	6.021	6.021	0.0	0.0	1
20% to 50%	3.264	-9.288	10.642	19.930	8.733	5
50% to 80%	8.020	-8.451	45.507	53.958	10.962	28
80% to 100%	7.338	-6.574	24.026	30.600	8.310	17
M27: Percentage of 115+ IQ Girls taking "3 or More Years of Math."						
0% to 20%	22.021	10.000	45.507	35.507	16.727	4
20% to 50%	5.006	-9.288	13.036	22.324	6.593	21
50% to 80%	6.234	-8.451	27.597	36.048	8.927	23
80% to 100%	14.509	4.992	24.026	19.034	13.459	2
M28: Percentage of 115+ IQ Boys taking "3 or More Years of Science"						
0% to 20%	3.613	0.0	7.227	7.227	5.110	2
20% to 50%	4.999	-8.451	11.184	19.635	5.878	14
50% to 80%	8.347	-9.288	45.507	54.795	11.406	29
80% to 100%	8.728	-6.322	24.026	30.348	9.886	6
M29: Percentage of 115+ IQ Girls taking "3 or More Years of Science"						
0% to 20%	4.529	-8.451	24.026	32.477	10.454	8
20% to 50%	8.561	-9.288	45.507	54.795	10.623	32
50% to 80%	5.544	-6.322	12.430	18.752	6.179	10
80% to 100%						0
M30: Percentage of 115+ IQ Boys taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	7.227	7.227	7.227	0.0	0.0	1
50% to 80%						0
80% to 100%	7.288	-9.288	45.507	54.795	9.848	50

TABLE 3.2: PERFORMANCE ON CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING"), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M31: Percentage of 115+ IQ Girls taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	7.227	7.227	7.227	0.0	0.0	1
50% to 80%						0
80% to 100%	7.314	-9.288	45.507	54.795	9.948	49
M32: Percentage of 115+ IQ Boys taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	7.227	7.227	7.227	0.0	0.0	1
50% to 80%	5.914	-0.715	12.544	13.259	9.376	2
80% to 100%	7.244	-9.288	45.507	54.795	10.040	47
M33: Percentage of 115+ IQ Girls taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	7.227	7.227	7.227	0.0	0.0	1
50% to 80%	5.914	-0.715	12.544	13.259	9.376	2
80% to 100%	7.271	-9.288	45.507	54.795	10.150	46
M34: Percentage of 115+ IQ Boys taking "3 or More Years of Foreign Language"						
0% to 20%	7.927	-9.288	45.507	54.795	14.519	16
20% to 50%	6.328	-6.574	22.518	29.092	6.712	28
50% to 80%	10.069	1.889	22.650	20.761	7.681	6
80% to 100%						0
M35: Percentage of 115+ IQ Girls taking "3 or More Years of Foreign Language"						
0% to 20%	7.297	-9.288	27.597	36.885	11.953	10
20% to 50%	8.415	-6.574	45.507	52.081	10.601	23
50% to 80%	4.808	-3.591	15.895	19.486	5.610	12
80% to 100%	8.543	-8.451	24.026	32.477	13.376	4

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
TOTAL SAMPLE	53.273	14.000	84.000	70.000	13.212	99
F1: Student Enrollment						
0 to 1000	51.394	14.000	84.000	70.000	14.558	33
1000 to 2000	52.805	25.000	84.000	59.000	13.672	41
2000 to 3000	56.900	40.000	78.000	38.000	10.568	20
3000 to 4000	57.667	50.000	68.000	18.000	9.292	3
F2: Percentage change in Student Enrollment during past five years						
-25% to 0%	55.000	44.000	62.000	18.000	9.644	3
0% to +25%	55.240	29.000	84.000	55.000	12.956	25
+25% to +50%	55.455	14.000	84.000	70.000	17.374	11
+50% to +80%	44.500	28.000	61.000	33.000	13.478	4
F3: Percentage students with "Spanish Surname"						
0% to 5%	57.844	28.000	84.000	56.000	11.323	32
5% to 10%	43.333	14.000	70.000	56.000	16.555	12
10% to 30%	44.615	25.000	64.000	39.000	12.299	13
30% to 50%	60.000	42.000	84.000	42.000	17.569	4
F4: Percentage students who are "Other White"						
0% to 25%	54.000	54.000	54.000	0.0	0.0	1
25% to 50%	50.000	42.000	58.000	16.000	11.314	2
50% to 75%	48.143	25.000	84.000	59.000	20.708	7
75% to 100%	52.941	14.000	84.000	70.000	14.019	51
F5: Percentage students who are "Negro"						
0% to 5%	52.643	14.000	84.000	70.000	14.531	56
5% to 10%	43.000	42.000	44.000	2.000	1.414	2
10% to 25%	49.500	29.000	70.000	41.000	28.991	2
25% to 40%	58.000	58.000	58.000	0.0	0.0	1
F6: Percentage students who are "Oriental"						
0% to 3%	52.190	14.000	84.000	70.000	14.854	58
3% to 8%	53.000	47.000	59.000	12.000	8.485	2
8% to 11%	58.000	58.000	58.000	0.0	0.0	1

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F7: Percentage students who are "American Indian"						
0% to 3%	53.236	23.000	84.000	61.000	14.279	55
3% to 10%	41.667	14.000	58.000	44.000	24.090	3
10% to 17%	46.000	44.000	47.000	3.000	1.732	3
F8: Percentage students who are "Other Nonwhite"						
0% to 2%	53.273	14.000	84.000	70.000	13.212	99
F9: Percentage students with "Spanish Surname" or "Negro"						
0% to 5%	57.433	28.000	84.000	56.000	11.479	30
5% to 10%	50.625	23.000	70.000	47.000	13.564	8
10% to 30%	43.529	14.000	70.000	56.000	14.816	17
30% to 60%	53.833	25.000	84.000	59.000	19.631	6
F10: Entering Q1 IQ Score						
10% to 20%	42.308	14.000	58.000	44.000	13.811	13
20% to 30%	49.333	29.000	65.000	36.000	8.175	18
30% to 40%	52.679	25.000	70.000	45.000	11.748	28
40% to 75%	64.043	48.000	84.000	36.000	10.254	23
F11: Entering Median IQ Score						
20% to 45%	42.462	25.000	59.000	34.000	10.990	13
45% to 55%	50.276	14.000	70.000	56.000	12.352	29
55% to 65%	56.556	29.000	76.000	47.000	9.967	27
65% to 100%	64.214	44.000	84.000	40.000	12.230	14
F12: Entering Q3 IQ Score						
40% to 55%	34.333	25.000	50.000	25.000	13.650	3
55% to 70%	49.778	25.000	70.000	45.000	11.584	18
70% to 80%	50.471	14.000	76.000	62.000	12.263	34
80% to 100%	61.889	44.000	84.000	40.000	10.379	27
F13: Entering Q1 Math Score						
10% to 20%	44.842	23.000	68.000	45.000	14.439	19
20% to 30%	48.250	14.000	70.000	56.000	11.325	32
30% to 40%	57.552	44.000	84.000	40.000	9.333	29
40% to 60%	63.632	44.000	84.000	40.000	11.087	19

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F14: Entering Median Math Score						
30% to 45%	43.955	25.000	60.000	35.000	11.412	22
45% to 55%	48.750	14.000	70.000	56.000	10.908	24
55% to 65%	57.577	23.000	84.000	61.000	13.033	26
65% to 100%	60.741	43.000	84.000	41.000	10.744	27
F15: Entering Q3 Math Score						
45% to 60%	34.333	25.000	50.000	25.000	13.650	3
60% to 70%	47.882	25.000	64.000	39.000	9.924	17
70% to 80%	47.391	14.000	65.000	51.000	11.098	23
80% to 100%	58.339	23.000	84.000	61.000	12.538	56
F16: Entering Q1 Reading Score						
10% to 20%	45.474	25.000	68.000	43.000	11.520	19
20% to 30%	49.036	14.000	84.000	70.000	14.908	28
30% to 40%	52.611	38.000	65.000	27.000	7.586	18
40% to 75%	61.471	39.000	84.000	45.000	10.715	34
F17: Entering Median Reading Score						
30% to 45%	49.750	41.000	57.000	16.000	6.898	4
45% to 55%	48.840	23.000	84.000	61.000	14.424	25
55% to 65%	46.667	14.000	68.000	54.000	13.188	21
65% to 90%	58.653	28.000	84.000	56.000	10.818	49
F18: Entering Q3 Reading Score						
60% to 70%	52.167	48.000	57.000	9.000	3.430	6
70% to 80%	46.048	14.000	84.000	70.000	15.958	21
80% to 100%	55.493	23.000	84.000	61.000	12.248	71
F19: Percentage entering students "Intending College"						
30% to 50%	46.722	23.000	64.000	41.000	10.289	18
50% to 60%	51.222	29.000	68.000	39.000	10.056	18
60% to 85%	59.438	28.000	81.000	53.000	11.849	16
F20: Percentage entering students "Intending Trade/Technical School"						
0% to 5%	56.294	25.000	81.000	56.000	12.815	17
5% to 10%	53.182	29.000	70.000	41.000	10.013	22
10% to 20%	45.154	23.000	64.000	41.000	10.550	13

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F21: Percentage entering students "Intending Further Training"						
40% to 50%	43.250	25.000	59.000	34.000	14.104	4
50% to 60%	49.067	29.000	64.000	35.000	8.689	15
60% to 70%	50.900	23.000	68.000	45.000	10.290	20
70% to 90%	60.538	28.000	81.000	53.000	12.745	13
F22: Percentage entering students "Intending Work"						
0% to 5%	57.500	28.000	81.000	53.000	13.467	12
5% to 15%	51.038	23.000	68.000	45.000	12.062	26
15% to 35%	49.786	29.000	64.000	35.000	8.478	14
F23: Percentage entering students "Undecided About Intentions"						
0% to 10%	51.667	28.000	70.000	42.000	10.430	12
10% to 20%	54.143	23.000	81.000	58.000	15.366	21
20% to 30%	50.813	38.000	68.000	30.000	7.521	16
30% to 45%	48.000	42.000	55.000	13.000	6.557	3
F24: City/Town Population						
100 to 50,000	51.422	23.000	81.000	58.000	12.016	45
50,000 to 150,000	55.909	29.000	78.000	49.000	12.224	22
150,000 to 500,000	68.000	68.000	68.000	0.0	0.0	1
500,000 to 1,750,000	73.000	73.000	73.000	0.0	0.0	1
F25: Service Area Population						
100 to 25,000	51.829	14.000	84.000	70.000	13.328	41
25,000 to 50,000	52.696	25.000	81.000	56.000	14.464	23
50,000 to 100,000	57.125	42.000	70.000	28.000	11.012	8
100,000 to 500,000	54.667	40.000	78.000	38.000	11.388	12
F26: Percentage change in "City/Town Population" since 1950						
-100% to 0%	41.000	28.000	50.000	22.000	11.533	3
0% to 100%	53.391	38.000	76.000	38.000	8.984	23
100% to 1,000%	56.160	23.000	81.000	58.000	13.272	25
1,000% to 250,000%	57.000	29.000	73.000	44.000	16.745	6

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F27: Percentage Change in "Service Area Population" since 1950						
-100% to 0%	53.500	50.000	57.000	7.000	4.950	2
0% to 100%	52.174	28.000	76.000	48.000	11.598	23
100% to 500%	49.563	23.000	68.000	45.000	13.525	16
500% to 1600%	59.125	42.000	78.000	36.000	12.112	8
F28: Expenditures for Student Transportation (Population Dispersion)						
$ 0 to $ 10	59.100	47.000	81.000	34.000	11.522	10
$10 to $ 25	54.192	14.000	84.000	70.000	15.466	26
$25 to $ 50	51.111	23.000	84.000	61.000	12.466	18
$50 to $130	50.400	28.000	59.000	31.000	12.779	5
F29: Governmental Agencies or Public Utilities" a major source of income in the community?						
Yes	50.667	14.000	84.000	70.000	14.849	33
No	54.492	25.000	84.000	59.000	12.483	61
F30: "Manufacturing and Construction" a major source of income of the community?						
Yes	53.045	23.000	84.000	61.000	12.838	66
No	53.552	14.000	84.000	70.000	14.667	29
F31: "Agriculture, Mining or Lumber" a major source of income of the community?						
Yes	49.966	14.000	84.000	70.000	13.144	59
No	58.514	29.000	84.000	55.000	12.239	35
F32: "Military" a major source of income of the community?						
Yes	56.500	28.000	70.000	42.000	10.171	18
No	52.355	14.000	84.000	70.000	14.004	76
F33: "Research and Professions" a major source of income of the community?						
Yes	59.355	28.000	84.000	56.000	11.932	31
No	50.219	14.000	84.000	70.000	13.049	64
F34: "Services and Distribution" a major source of income of the community?						
Yes	52.565	14.000	84.000	70.000	13.763	69
No	54.885	23.000	81.000	58.000	12.262	26

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F35: "Sales and Clerical" a major occupation of the community?						
Yes	53.183	25.000	84.000	59.000	12.395	60
No	53.229	14.000	84.000	70.000	15.026	35
F36: "Professions" a major occupation of the community?						
Yes	58.600	25.000	84.000	59.000	12.074	40
No	49.273	14.000	84.000	70.000	12.939	55
F37: "Production and Distribution" a major occupation of the community?						
Yes	50.844	14.000	84.000	70.000	12.897	77
No	63.278	44.000	84.000	40.000	10.414	18
F38: "Owners-Managers" a major occupation of the community?						
Yes	53.690	28.000	84.000	56.000	12.709	29
No	52.985	14.000	84.000	70.000	13.705	66
F39: "Office Managers-Foremen" a major occupation of the community?						
Yes	50.273	28.000	78.000	50.000	12.818	22
No	54.045	14.000	84.000	70.000	13.418	67
F40: "Services" a major occupation of the community?						
Yes	49.250	14.000	76.000	62.000	12.852	44
No	56.636	29.000	84.000	55.000	12.797	44
F41: Assessed Valuation of District per ADA (Community Wealth)						
$15,000 to $20,000	60.222	47.000	73.000	26.000	8.927	9
$20,000 to $30,000	49.833	14.000	84.000	70.000	17.473	18
$30,000 to $40,000	57.238	28.000	84.000	56.000	12.454	21
$40,000 to $60,000	48.273	28.000	65.000	37.000	8.799	11
F42: Total School Expenditures per ADA as a percentage of Assessed Valuation of District per ADA (Relative School Support)						
0.80% to 1.50%	53.091	28.000	84.000	56.000	16.078	11
1.50% to 2.00%	50.125	28.000	65.000	37.000	11.448	16
2.00% to 2.50%	53.200	14.000	76.000	62.000	14.979	20
2.50% to 3.00%	60.167	47.000	84.000	37.000	11.336	12

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F43: Total School Expenditures per ADA (Absolute School Support)						
$400 to $500	56.154	44.000	73.000	29.000	10.229	13
$500 to $600	52.071	28.000	84.000	56.000	16.401	14
$600 to $700	53.455	14.000	84.000	70.000	16.191	22
$700 to $800	53.700	44.000	68.000	24.000	7.945	10
F44: Type of School District: Unified vs. Union						
Unified	53.205	25.000	84.000	59.000	13.433	44
Union	53.019	14.000	84.000	70.000	13.323	52
F45: Type of School District: Unified vs. City						
Unified	53.205	25.000	84.000	59.000	13.433	44
City	64.500	64.000	65.000	1.000	0.707	2
F46: Number of High Schools in District						
1	53.676	28.000	84.000	56.000	10.220	37
2 to 4	53.630	23.000	81.000	58.000	15.018	27
4 to 7	55.696	25.000	84.000	59.000	14.185	23
7 to 12	46.455	14.000	60.000	46.000	15.404	11
F47: Number of Jr. High Schools in District						
0	52.470	14.000	84.000	70.000	13.577	66
1 to 4	55.938	29.000	84.000	55.000	11.925	16
4 to 8	48.125	25.000	81.000	56.000	16.565	8
8 to 13	60.500	55.000	73.000	18.000	6.656	6
F48: Distance to nearest College						
1 to 5 mi.	57.286	28.000	81.000	53.000	12.748	21
5 to 50 mi.	52.394	14.000	84.000	70.000	14.276	33
50 to 240 mi.	48.000	28.000	64.000	36.000	13.058	5

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST. DEV.	NO.
M1: Percentage of certificated staff who are "Male"						
45% to 55%	56.400	48.000	64.000	16.000	5.771	5
55% to 65%	53.676	25.000	84.000	59.000	14.834	34
65% to 75%	51.224	14.000	70.000	56.000	11.349	49
75% to 85%	62.125	47.000	84.000	37.000	12.392	8
M2: Percentage of staff who are "Under 31"						
0% to 10%	47.000	47.000	47.000	0.0	0.0	1
10% to 30%	53.643	28.000	84.000	56.000	11.896	42
30% to 50%	53.143	14.000	84.000	70.000	14.303	49
50% to 60%	52.857	23.000	70.000	47.000	15.486	7
M3: Percentage of staff who are "Over 45"						
0% to 10%	52.545	23.000	70.000	47.000	15.475	11
10% to 20%	56.861	25.000	84.000	59.000	14.660	36
20% to 30%	50.517	14.000	76.000	62.000	11.236	29
30% to 45%	51.478	28.000	70.000	42.000	11.465	23
M4: Percentage of staff who are "Men Under 31"						
0% to 10%	52.143	38.000	70.000	32.000	8.743	14
10% to 20%	52.902	25.000	84.000	59.000	13.767	41
20% to 30%	53.342	14.000	84.000	70.000	14.815	38
30% to 40%	58.000	50.000	70.000	20.000	7.127	6
M5: Percentage of staff who are "Women Under 31"						
0% to 10%	54.679	29.000	84.000	55.000	11.627	28
10% to 20%	52.839	25.000	84.000	59.000	12.532	56
20% to 30%	51.231	14.000	78.000	64.000	19.499	13
30% to 45%	59.000	53.000	65.000	12.000	8.485	2
M6: Percentage of staff who are "Men Over 45"						
0% to 5%	57.750	23.000	78.000	55.000	14.623	12
5% to 15%	52.981	25.000	84.000	59.000	14.327	53
15% to 25%	50.192	14.000	64.000	50.000	10.711	26
25% to 35%	58.500	50.000	70.000	20.000	8.485	8

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST. DEV.	NO.
M7: Percentage of staff who are "Women Over 45"						
0% to 5%	54.571	29.000	73.000	44.000	11.835	21
5% to 10%	54.531	14.000	84.000	70.000	16.822	32
10% to 20%	52.476	25.000	76.000	51.000	10.402	42
20% to 30%	44.750	28.000	64.000	36.000	15.218	4
M8: Percentage of staff with "4 or More Years of Service Within the District"						
0% to 10%	59.000	48.000	70.000	22.000	15.556	2
10% to 30%	64.000	64.000	64.000	0.0	0.0	1
30% to 50%	49.958	14.000	84.000	70.000	14.430	24
50% to 85%	54.069	25.000	84.000	59.000	12.775	72
M9: Percentage of staff who are "Inexperienced Teachers"						
0% to 5%	53.263	23.000	84.000	61.000	13.997	38
5% to 10%	54.429	29.000	73.000	44.000	9.915	35
10% to 15%	52.867	28.000	84.000	56.000	15.085	15
15% to 25%	49.000	14.000	60.000	46.000	14.957	8
M10: Percentage of staff who have an "M.A. Degree"						
0% to 20%	53.833	23.000	70.000	47.000	17.058	6
20% to 40%	51.982	25.000	84.000	59.000	12.972	56
40% to 60%	55.000	14.000	81.000	67.000	13.540	34
60% to 85%	56.667	50.000	65.000	15.000	7.638	3
M11: Percentage of staff who have a "Ph.D. or Ed.D. Degree"						
0%	53.155	14.000	84.000	70.000	14.398	71
0.1% to 2%	55.762	40.000	73.000	33.000	8.803	21
2% to 4%	44.500	29.000	58.000	29.000	12.069	4
4% to 7%	50.333	44.000	60.000	16.000	8.505	3
M12: Ratio of "Provisional" to "Standard" credentials						
0%	54.368	23.000	84.000	61.000	13.871	57
0.1% to 1.0%	52.105	14.000	84.000	70.000	12.827	38
1.0% to 2.0%	50.333	48.000	53.000	5.000	2.517	3

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M13: Ratio of "Special Secondary" to "Standard" credentials						
0%	50.722	14.000	81.000	67.000	16.921	18
0.1% to 1%	53.962	25.000	84.000	59.000	12.324	80
1% to 5%						0
5% to 10%	44.000	44.000	44.000	0.0	0.0	1
M14: Percentage of staff who are "Members of AFT"						
0%	52.462	23.000	78.000	55.000	11.427	39
0.1% to 10%	49.556	29.000	68.000	39.000	10.887	9
10% to 50%	63.000	58.000	68.000	10.000	7.071	2
50% to 100%	64.000	64.000	64.000	0.0	0.0	1
M15: Percentage of staff who are "Members of CTA"						
0%	49.750	28.000	64.000	36.000	16.215	4
0.1% to 10%						0
10% to 50%	58.000	58.000	58.000	0.0	0.0	1
50% to 100%	52.146	23.000	78.000	55.000	11.432	48
M16: Ratio of Students to Certificated Staff						
8 to 20	51.154	14.000	84.000	70.000	12.287	39
20 to 30	54.611	25.000	84.000	59.000	13.179	54
30 to 40						0
40 to 55	68.000	68.000	68.000	0.0	0.0	1
M17: Percentage of certificated staff in "Regular Instruction"						
40% to 60%	38.500	23.000	54.000	31.000	21.920	2
60% to 70%						0
70% to 80%	51.889	29.000	70.000	41.000	11.352	9
80% to 95%	53.765	14.000	84.000	70.000	12.702	85
M18: Percentage of certificated staff in "Administration"						
0% to 2%	60.286	48.000	78.000	30.000	9.142	7
2% to 4%	50.050	23.000	76.000	53.000	13.664	40
4% to 8%	54.419	14.000	84.000	70.000	11.523	43
8% to 13%	58.333	44.000	84.000	40.000	15.552	6

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M19: Percentage of certificated staff in "Counseling" or "Testing"						
0% to 2%	54.000	53.000	55.000	2.000	1.414	2
2% to 4%	46.636	14.000	70.000	56.000	16.421	11
4% to 8%	54.658	28.000	84.000	56.000	12.215	76
8% to 13%	48.429	25.000	61.000	36.000	11.928	7
M20: Percentage of expenditures which are "Direct Instructional" Expenditures						
60% to 65%	51.364	14.000	84.000	70.000	19.971	11
65% to 70%	56.833	23.000	84.000	61.000	11.872	36
70% to 75%	47.875	28.000	60.000	32.000	9.387	8
M21: Percentage of expenditures which are "Textbook" Instructional Material Expenditures						
0% to 1%	50.000	28.000	64.000	36.000	10.794	9
1% to 2%	55.077	23.000	81.000	58.000	14.174	13
2% to 4%	48.000	45.000	51.000	6.000	3.000	3
4% to 6%	63.000	60.000	65.000	5.000	2.646	3
M22: Percentage of expenditures which are "Non-textbook" Instructional Material Expenditures						
0% to 1%	52.400	23.000	81.000	58.000	17.859	10
1% to 3%	53.667	42.000	65.000	23.000	7.797	12
3% to 5%						0
5% to 7%	65.000	65.000	65.000	0.0	0.0	1
M23: Ratio of "Textbook" to "Non-textbook" Instructional Material Expenditures						
0 to 1	55.625	42.000	65.000	23.000	9.164	8
1 to 3	51.773	23.000	81.000	58.000	15.316	22
3 to 6	54.385	39.000	72.000	33.000	8.723	13
6 to 16	70.000	70.000	70.000	0.0	0.0	1
M24: Ratio of "Science" to "Phys. Ed." Expenditures						
0 to 1	52.941	25.000	78.000	53.000	11.755	17
1 to 3	58.111	42.000	81.000	39.000	9.689	18
3 to 6	37.333	23.000	61.000	38.000	20.648	3
6 to 9	44.000	44.000	44.000	0.0	0.0	1

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M25: Ratio of "Science" to "Shop" Expenditures						
0 to 0.5	56.438	38.000	81.000	43.000	12.318	16
0.5 to 1.0	53.375	23.000	68.000	45.000	12.543	16
1.0 to 2.0	48.250	25.000	64.000	39.000	14.479	8
M26: Percentage of 115+ IQ Boys taking "3 or More Years of Math."						
0% to 20%	54.000	54.000	54.000	0.0	0.0	1
20% to 50%	47.200	40.000	58.000	18.000	7.463	5
50% to 80%	50.587	14.000	76.000	62.000	13.503	46
80% to 100%	56.205	23.000	84.000	61.000	12.764	44
M27: Percentage of 115+ IQ Girls taking "3 or More Years of Math."						
0% to 20%	50.667	46.000	59.000	13.000	5.241	6
20% to 50%	53.611	28.000	73.000	45.000	10.589	36
50% to 80%	52.565	14.000	84.000	70.000	15.619	46
80% to 100%	55.167	44.000	84.000	40.000	15.484	6
M28: Percentage of 115+ IQ Boys taking "3 or More Years of Science"						
0% to 20%	51.667	44.000	58.000	14.000	7.095	3
20% to 50%	52.542	25.000	73.000	48.000	11.792	24
50% to 80%	53.577	14.000	84.000	70.000	13.461	52
80% to 100%	52.235	25.000	84.000	59.000	15.299	17
M29: Percentage of 115+ IQ Girls taking "3 or More Years of Science"						
0% to 20%	54.125	29.000	73.000	44.000	9.062	16
20% to 50%	52.741	14.000	78.000	64.000	13.314	54
50% to 80%	53.300	28.000	84.000	56.000	14.180	20
80% to 100%	50.750	25.000	84.000	59.000	24.690	4
M30: Percentage of 115+ IQ Boys taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	58.000	58.000	58.000	0.0	0.0	1
50% to 80%						0
80% to 100%	52.968	14.000	84.000	70.000	13.167	95

TABLE 3.4: PERFORMANCE ON CRITERION 4 (FINAL MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M31: Percentage of 115+ IQ Girls taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	58.000	58.000	58.000	0.0	0.0	1
50% to 80%						0
80% to 100%	52.913	14.000	84.000	70.000	13.375	92
M32: Percentage of 115+ IQ Boys taking "3 or More Years of Social Studies						
0% to 20%						0
20% to 50%	58.000	58.000	58.000	0.0	0.0	1
50% to 80%	61.500	58.000	65.000	7.000	4.950	2
80% to 100%	52.674	14.000	84.000	70.000	13.267	92
M33: Percentage of 115+ IQ Girls taking "3 or More Years of Social Studies						
0% to 20%						0
20% to 50%	58.000	58.000	58.000	0.0	0.0	1
50% to 80%	61.500	58.000	65.000	7.000	4.950	2
80% to 100%	52.607	14.000	84.000	70.000	13.483	89
M34: Percentage of 115+ IQ Boys taking "3 or More Years of Foreign Language						
0% to 20%	47.679	14.000	70.000	56.000	13.208	28
20% to 50%	53.717	23.000	78.000	55.000	11.988	53
50% to 80%	58.923	39.000	84.000	45.000	12.506	13
80% to 100%	84.000	84.000	84.000	0.0	0.0	1
M35: Percentage of 115+ IQ Girls taking "3 or More Years of Foreign Language						
0% to 20%	45.294	14.000	70.000	56.000	15.671	17
20% to 50%	52.884	23.000	73.000	50.000	10.114	43
50% to 80%	57.714	29.000	84.000	55.000	13.405	28
80% to 100%	53.000	29.000	84.000	55.000	19.912	5

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
TOTAL SAMPLE	-2.414	-50.000	22.000	72.000	13.068	99
F1: Student Enrollment						
0 to 1000	-3.848	-50.000	22.000	72.000	18.598	33
1000 to 2000	-1.659	-34.000	19.000	53.000	9.663	41
2000 to 3000	-2.600	-16.000	11.000	27.000	7.715	20
3000 to 4000	5.333	-9.000	21.000	30.000	15.044	3
F2: Percentage change in Student Enrollment during past five years						
-25% to 0%	-7.333	-41.000	19.000	60.000	30.665	3
0% to +25%	-3.920	-34.000	20.000	54.000	12.301	25
+25% to +50%	-2.000	-35.000	22.000	57.000	17.070	11
+50% to +80%	2.000	-4.000	10.000	14.000	7.118	4
F3: Percentage students with "Spanish Surname"						
0% to 5%	-1.937	-41.000	21.000	62.000	11.328	32
5% to 10%	-9.167	-35.000	20.000	55.000	15.999	12
10% to 30%	1.462	-10.000	21.000	31.000	11.027	13
30% to 50%	8.500	-4.000	22.000	26.000	10.661	4
F4: Percentage students who are "Other White"						
0% to 25%	-5.000	-5.000	-5.000	0.0	0.0	1
25% to 50%	-1.500	-10.000	7.000	17.000	12.021	2
50% to 75%	0.429	-10.000	22.000	32.000	11.326	7
75% to 100%	-2.235	-41.000	21.000	62.000	13.296	51
F5: Percentage students who are "Negro"						
0% to 5%	-1.964	-41.000	22.000	63.000	13.038	56
5% to 10%	4.500	2.000	7.000	5.000	3.536	2
10% to 25%	-4.000	-16.000	8.000	24.000	16.971	2
25% to 40%	-10.000	-10.000	-10.000	0.0	0.0	1
F6: Percentage students who are "Oriental"						
0% to 3%	-1.879	-41.000	22.000	63.000	12.959	58
3% to 8%	0.0	-9.000	9.000	18.000	12.728	2
8% to 11%	-10.000	-10.000	-10.000	0.0	0.0	1

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F7: Percentage students who are "American Indian"						
0% to 3%	-0.255	-34.000	22.000	56.000	11.096	55
3% to 10%	-14.667	-35.000	3.000	38.000	19.140	3
10% to 17%	-20.333	-41.000	-2.000	39.000	19.604	3
F8: Percentage students who are "Other Nonwhite"						
0% to 2%	-2.414	-50.000	22.000	72.000	13.068	99
F9: Percentage students with "Spanish Surname" or "Negro"						
0% to 5%	-2.000	-41.000	21.000	62.000	11.468	30
5% to 10%	-7.125	-34.000	20.000	54.000	16.548	8
10% to 30%	-0.941	-35.000	21.000	56.000	13.548	17
30% to 60%	2.333	-10.000	22.000	32.000	12.628	6
F10: Entering Q1 IQ Score						
10% to 20%	-9.154	-35.000	10.000	45.000	15.231	13
20% to 30%	-2.667	-50.000	19.000	69.000	14.781	18
30% to 40%	-1.857	-41.000	21.000	62.000	13.003	28
40% to 75%	1.087	-16.000	22.000	38.000	9.380	23
F11: Entering Median IQ Score						
20% to 45%	-2.615	-34.000	10.000	44.000	12.292	13
45% to 55%	-2.207	-50.000	21.000	71.000	15.207	29
55% to 65%	-1.259	-26.000	21.000	47.000	10.939	27
65% to 100%	-3.071	-41.000	22.000	63.000	14.928	14
F12: Entering Q3 IQ Score						
40% to 55%	-7.000	-10.000	-2.000	8.000	4.359	3
55% to 70%	-2.389	-34.000	20.000	54.000	13.107	18
70% to 80%	-3.824	-50.000	21.000	71.000	14.128	34
80% to 100%	0.0	-41.000	22.000	63.000	12.478	27
F13: Entering Q1 Math Score						
10% to 20%	3.263	-34.000	21.000	55.000	14.433	19
20% to 30%	-2.094	-35.000	20.000	55.000	12.942	32
30% to 40%	-3.034	-21.000	22.000	43.000	9.049	29
40% to 60%	-7.684	-50.000	9.000	59.000	15.539	19

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES IN SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F14: Entering Median Math Score						
30% to 45%	6.364	-10.000	21.000	31.000	10.459	22
45% to 55%	-0.833	-35.000	20.000	55.000	10.154	24
55% to 65%	-2.654	-34.000	22.000	56.000	12.244	26
65% to 100%	-10.741	-50.000	9.000	59.000	13.432	27
F15: Entering Q3 Math Score						
45% to 60%	4.000	-5.000	19.000	24.000	13.077	3
60% to 70%	5.059	-16.000	21.000	37.000	10.232	17
70% to 80%	-1.217	-35.000	19.000	54.000	10.544	23
80% to 100%	-5.518	-50.000	22.000	72.000	13.901	56
F16: Entering Q1 Reading Score						
10% to 20%	-0.263	-26.000	19.000	45.000	12.292	19
20% to 30%	0.536	-35.000	21.000	56.000	14.980	28
30% to 40%	-5.667	-22.000	5.000	27.000	7.436	18
40% to 75%	-4.324	-50.000	22.000	72.000	13.895	34
F17: Entering Median Reading Score						
30% to 45%	7.750	-8.000	18.000	26.000	12.285	4
45% to 55%	0.800	-34.000	21.000	55.000	11.365	25
55% to 65%	-4.667	-35.000	9.000	44.000	12.130	21
65% to 90%	-3.918	-50.000	22.000	72.000	13.958	49
F18: Entering Q3 Reading Score						
60% to 70%	5.833	-4.000	18.000	22.000	9.390	6
70% to 80%	0.238	-35.000	21.000	56.000	11.584	21
80% to 100%	-3.859	-50.000	22.000	72.000	13.575	71
F19: Percentage entering students "Intending College"						
30% to 50%	-3.278	-50.000	19.000	69.000	16.581	18
50% to 60%	0.444	-18.000	21.000	39.000	10.007	18
60% to 85%	-3.312	-26.000	12.000	38.000	9.617	16
F20: Percentage entering students "Intending Trade/Technical School"						
0% to 5%	-1.588	-26.000	19.000	45.000	9.938	17
5% to 10%	0.909	-16.000	21.000	37.000	9.401	22
10% to 20%	-7.462	-50.000	19.000	69.000	18.063	13

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES IN SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F21: Percentage entering students "Intending Further Training"						
40% to 50%	4.750	-5.000	19.000	24.000	10.782	4
50% to 60%	0.867	-12.000	19.000	31.000	7.945	15
60% to 70%	-6.000	-50.000	21.000	71.000	16.651	20
70% to 90%	-1.231	-16.000	12.000	28.000	8.136	13
F22: Percentage entering students "Intending Work"						
0% to 5%	-0.583	-26.000	19.000	45.000	11.349	12
5% to 15%	-4.500	-50.000	21.000	71.000	14.561	26
15% to 35%	1.429	-9.000	21.000	30.000	8.131	14
F23: Percentage entering students "Undecided About Intentions"						
0% to 10%	0.667	-13.000	21.000	34.000	9.168	12
10% to 20%	-3.190	-34.000	12.000	46.000	9.480	21
20% to 30%	-2.375	-50.000	21.000	71.000	18.088	16
30% to 45%	-2.333	-12.000	7.000	19.000	9.504	3
F24: City/Town Population						
100 to 50,000	-4.622	-50.000	21.000	71.000	14.138	45
50,000 to 150,000	0.182	-10.000	18.000	28.000	6.307	22
150,000 to 500,000	4.000	4.000	4.000	0.0	0.0	1
500,000 to 1,750,000	11.000	11.000	11.000	0.0	0.0	1
F25: Service Area Population						
100 to 25,000	-4.585	-50.000	22.000	72.000	16.501	41
25,000 to 50,000	-2.870	-16.000	9.000	25.000	7.748	23
50,000 to 100,000	2.625	-11.000	19.000	30.000	9.680	8
100,000 to 500,000	2.167	-10.000	21.000	31.000	9.379	12
F26: Percentage change in "City/Town Population" since 1950						
-100% to 0%	9.000	-2.000	19.000	21.000	10.536	3
0% to 100%	-3.435	-26.000	21.000	47.000	10.211	23
100% to 1,000%	-4.240	-50.000	7.000	57.000	12.807	25
1,000% to 250,000%	5.333	-9.000	18.000	27.000	9.331	6

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F27: Percentage Change in "Service Area Population" since 1950						
-100% to 0%	4.000	-11.000	19.000	30.000	21.213	2
0% to 100%	-2.870	-26.000	21.000	47.000	9.397	23
100% to 500%	-7.125	-50.000	5.000	55.000	15.028	16
500% to 1600%	3.625	-16.000	18.000	34.000	9.694	8
F28: Expenditures for Student Transportation (Population Dispersion)						
$ 0 to $ 10	1.200	-9.000	19.000	28.000	8.121	10
$10 to $ 25	-3.038	-35.000	11.000	46.000	11.908	26
$25 to $ 50	-7.444	-50.000	22.000	72.000	17.994	18
$50 to $130	1.800	-21.000	17.000	38.000	14.446	5
F29:"Governmental Agencies or Public Utilities" a major source of income in the community?						
Yes	-2.333	-35.000	22.000	57.000	12.757	33
No	-2.410	-50.000	21.000	71.000	12.193	61
F30: "Manufacturing and Construction" a major source of income of the community?						
Yes	-2.167	-34.000	22.000	56.000	10.835	66
No	-3.345	-50.000	19.000	69.000	15.414	29
F31: "Agriculture, Mining or Lumber" a major source of income of the community?						
Yes	-2.712	-50.000	22.000	72.000	13.809	59
No	-1.829	-34.000	12.000	46.000	9.473	35
F32: "Military" a major source of income of the community?						
Yes	-1.833	-13.000	19.000	32.000	9.889	18
No	-2.513	-50.000	22.000	72.000	12.889	76
F33: "Research and Professions" a major source of income of the community?						
Yes	-1.484	-16.000	19.000	35.000	8.671	31
No	-3.031	-50.000	22.000	72.000	13.805	64
F34: "Services and Distribution" a major source of income of the community?						
Yes	-2.348	-50.000	22.000	72.000	12.530	69
No	-3.000	-34.000	19.000	53.000	12.047	26

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F35: "Sales and Clerical" a major occupation of the community?						
Yes	-1.950	-50.000	22.000	72.000	12.003	60
No	-3.514	-35.000	19.000	54.000	13.012	35
F36: "Professions" a major occupation of the community?						
Yes	-0.050	-16.000	21.000	37.000	9.260	40
No	-4.327	-50.000	22.000	72.000	13.974	55
F37: "Production and Distribution" a major occupation of the community?						
Yes	-3.260	-50.000	22.000	72.000	12.893	77
No	0.611	-12.000	21.000	33.000	9.268	18
F38: "Owners-Managers" a major occupation of the community?						
Yes	-0.690	-13.000	21.000	34.000	9.532	29
No	-3.333	-50.000	22.000	72.000	13.374	66
F39: "Office Managers-Foremen" a major occupation of the community?						
Yes	-1.864	-34.000	21.000	55.000	11.029	22
No	-2.791	-50.000	22.000	72.000	12.868	67
F40: "Services" a major occupation of the community?						
Yes	-2.909	-50.000	21.000	71.000	14.632	44
No	-2.364	-26.000	22.000	48.000	9.933	44
F41: Assessed Valuation of District per ADA (Community Wealth)						
$15,000 to $20,000	-1.556	-10.000	11.000	21.000	7.316	9
$20,000 to $30,000	-2.000	-35.000	19.000	54.000	16.044	18
$30,000 to $40,000	0.0	-21.000	22.000	43.000	10.918	21
$40,000 to $60,000	-12.909	-50.000	11.000	61.000	16.220	11
F42: Total School Expenditures per ADA as a percentage of Assessed Valuation of District per ADA (Relative School Support)						
0.80% to 1.50%	-9.091	-50.000	22.000	72.000	19.284	11
1.50% to 2.00%	-3.312	-34.000	19.000	53.000	12.939	16
2.00% to 2.50%	-2.350	-35.000	19.000	54.000	14.221	20
2.50% to 3.00%	0.667	-10.000	9.000	19.000	6.555	12

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F43: Total School Expenditures per ADA (Absolute School Support)						
$400 to $500	-2.923	-50.000	11.000	61.000	15.819	13
$500 to $600	-3.857	-34.000	22.000	56.000	15.990	14
$600 to $700	-4.636	-35.000	19.000	54.000	13.106	22
$700 to $800	0.200	-18.000	17.000	35.000	10.[illegible]44	10
F44: Type of School District: Unified vs. Union						
Unified	-1.977	-50.000	22.000	72.000	13.262	44
Union	-2.846	-41.000	21.000	62.000	13.382	52
F45: Type of School District: Unified vs. City						
Unified	-1.977	-50.000	22.000	72.000	13.262	44
City	-1.000	-4.000	2.000	6.000	4.243	2
F46: Number of High Schools in District						
1	-2.973	-50.000	22.000	72.000	15.726	37
2 to 4	-1.667	-34.000	19.000	53.000	12.698	27
4 to 7	-0.174	-16.000	21.000	37.000	7.907	23
7 to 12	-7.636	-35.000	18.000	53.000	13.351	11
F47: Number of Jr. High Schools in District						
0	-3.394	-50.000	21.000	71.000	13.958	66
1 to 4	-1.375	-34.000	22.000	56.000	12.225	16
4 to 8	-4.375	-13.000	2.000	15.000	4.926	8
8 to 13	0.833	-12.000	18.000	30.000	11.737	6
F48: Distance to nearest College						
1 to 5 mi.	0.905	-16.000	11.000	27.000	7.286	21
5 to 50 mi.	-6.303	-50.000	22.000	72.000	16.495	33
50 to 240 mi.	-0.600	-18.000	17.000	35.000	12.720	5

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M1: Percentage of certificated staff who are "Male"						
45% to 55%	-2.800	-11.000	2.000	13.000	5.070	5
55% to 65%	-3.235	-41.000	11.000	52.000	11.117	34
65% to 75%	-3.061	-35.000	21.000	56.000	13.133	49
75% to 85%	4.625	-50.000	22.000	72.000	22.953	8
M2: Percentage of staff who are "Under 31"						
0% to 10%	-2.000	-2.000	-2.000	0.0	0.0	1
10% to 30%	-2.405	-50.000	21.000	71.000	14.874	42
30% to 50%	-2.347	-35.000	22.000	57.000	11.107	49
50% to 60%	-3.000	-34.000	18.000	52.000	17.039	7
M3: Percentage of staff who are "Over 45"						
0% to 10%	-5.364	-34.000	8.000	42.000	12.635	11
10% to 20%	-0.667	-34.000	22.000	56.000	11.138	36
20% to 30%	-3.655	-50.000	21.000	71.000	15.476	29
30% to 45%	-2.174	-41.000	21.000	62.000	13.210	23
M4: Percentage of staff who are "Men Under 31"						
0% to 10%	-6.143	-41.000	8.000	49.000	13.444	14
10% to 20%	-0.439	-34.000	21.000	55.000	10.703	41
20% to 30%	-4.158	-50.000	22.000	72.000	14.810	38
30% to 40%	3.833	-16.000	19.000	35.000	14.034	6
M5: Percentage of staff who are "Women Under 31"						
0% to 10%	1.214	-50.000	22.000	72.000	16.269	28
10% to 20%	-4.071	-41.000	21.000	62.000	10.383	56
20% to 30%	-3.769	-35.000	18.000	53.000	16.001	13
30% to 45%	2.000	1.000	3.000	2.000	1.414	2
M6: Percentage of staff who are "Men Over 45"						
0% to 5%	-1.250	-34.000	21.000	55.000	12.715	12
5% to 15%	-1.811	-41.000	22.000	63.000	11.770	53
15% to 25%	-5.615	-50.000	21.000	71.000	14.881	26
25% to 35%	2.250	-26.000	20.000	46.000	15.773	8

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M7: Percentage of staff who are "Women Over 45"						
0% to 5%	1.048	-16.000	19.000	35.000	10.689	21
5% to 10%	-3.594	-35.000	22.000	57.000	13.529	32
10% to 20%	-3.429	-50.000	21.000	71.000	14.326	42
20% to 30%	-0.500	-2.000	2.000	4.000	1.732	4
M8: Percentage of staff with "4 or More Years of Service within the District"						
0% to 10%	6.000	4.000	8.000	4.000	2.828	2
10% to 30%	2.000	2.000	2.000	0.0	0.0	1
30% to 50%	-3.875	-41.000	22.000	63.000	16.517	24
50% to 85%	-2.222	-50.000	21.000	71.000	12.008	72
M9: Percentage of staff who are "Inexperienced Teachers"						
0% to 5%	-2.658	-50.000	21.000	71.000	13.874	38
5% to 10%	-2.457	-26.000	19.000	45.000	12.008	35
10% to 15%	0.667	-41.000	22.000	63.000	14.922	15
15% to 25%	-7.500	-35.000	5.000	40.000	12.501	8
M10: Percentage of staff who have an "M.A. Degree"						
0% to 20%	3.167	-34.000	19.000	53.000	19.529	6
20% to 40%	-4.554	-50.000	22.000	72.000	13.577	56
40% to 60%	-0.706	-35.000	18.000	53.000	10.429	34
60% to 85%	7.000	0.0	21.000	21.000	12.124	3
M11: Percentage of staff who have a "Ph.D. or Ed.D. Degree"						
0%	-2.225	-50.000	22.000	72.000	14.224	71
0.1% to 2%	-1.667	-13.000	18.000	31.000	7.914	21
2% to 4%	-12.500	-22.000	-1.000	21.000	8.888	4
4% to 7%	1.333	-13.000	21.000	34.000	17.616	3
M12: Ratio of "Provisional" to "Standard" credentials						
0%	-2.088	-50.000	21.000	71.000	13.413	57
0.1% to 1.0%	-3.158	-41.000	22.000	63.000	13.324	38
1.0% to 2.0%	1.333	-1.000	5.000	6.000	3.215	3

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MAXIMUM	MINIMUM	RANGE	ST.DEV.	NO.
M13: Ratio of"Special Secondary" to "Standard" credentials						
0%	-10.278	-50.000	5.000	55.000	15.239	18
0.1% to 1%	-0.700	-41.000	22.000	63.000	12.024	80
1% to 5%						0
5% to 10%	2.000	2.000	2.000	0.0	0.0	1
M14: Percentage of staff who are "Members of AFT"						
0%	-2.154	-50.000	21.000	71.000	13.618	39
0.1% to 10%	-3.556	-16.000	5.000	21.000	6.912	9
10% to 50%	-1.500	-10.000	7.000	17.000	12.021	2
50% to 100%	2.000	2.000	2.000	0.0	0.0	1
M15: Percentage of staff who are "Members of CTA"						
0%	-13.000	-50.000	2.000	52.000	24.739	4
0.1% to 10%						0
10% to 50%	-10.000	-10.000	-10.000	0.0	0.0	1
50% to 100%	-1.187	-34.000	21.000	55.000	10.520	48
M16: Ratio of Students to Certificated Staff						
8 to 20	-4.692	-50.000	22.000	72.000	16.058	39
20 to 30	-0.926	-34.000	23.000	55.000	10.946	54
30 to 40						0
40 to 55	4.000	4.000	4.000	0.0	0.0	1
M17: Percentage of certificated staff in "Regular Instruction"						
40% to 60%	-19.500	-34.000	-5.000	29.000	20.506	2
60% to 70%						0
70% to 80%	-7.000	-41.000	11.000	52.000	16.016	9
80% to 95%	-1.588	-50.000	22.000	72.000	12.576	85
M18: Percentage of certificated staff in "Administration"						
0% to 2%	0.429	-10.000	21.000	31.000	10.326	7
2% to 4%	-2.175	-34.000	19.000	53.000	[illegible].449	40
4% to 8%	-4.023	-50.000	21.000	71.000	16.039	43
8% to 13%	3.333	-4.000	22.000	26.000	10.172	6

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M19: Percentage of certificated staff in "Counseling" or "Testing"						
0% to 2%	6.500	-4.000	17.000	21.000	14.849	2
2% to 4%	-9.818	-35.000	8.000	43.000	14.490	11
4% to 8%	-1.289	-50.000	22.000	72.000	13.248	76
8% to 13%	-6.286	-11.000	2.000	13.000	4.855	7
M20: Percentage of expenditures which are "Direct Instructional" Expenditures						
60% to 65%	-5.901	-35.000	22.000	57.000	17.660	11
65% to 70%	-1.250	-34.000	19.000	53.000	10.402	36
70% to 75%	-9.375	-26.000	0.0	26.000	9.576	8
M21: Percentage of expenditures which are "Textbook" Instructional Material Expenditures						
0% to 1%	-8.667	-50.000	9.000	59.000	18.173	9
1% to 2%	-5.077	-34.000	19.000	53.000	13.853	13
2% to 4%	5.000	0.0	11.000	11.000	5.568	3
4% to 6%	0.0	-2.000	2.000	4.000	2.000	3
M22: Percentage of expenditures which are "Non-textbook" Instructional Material Expenditures						
0% to 1%	-3.000	-34.000	7.000	41.000	11.804	10
1% to 3%	-7.083	-50.000	19.000	69.000	18.520	12
3% to 5%						0
5% to 7%	0.0	0.0	0.0	0.0	0.0	1
M23: Ratio of "Textbook" to "Non-textbook" Instructional Material Expenditures						
0 to 1	-7.625	-50.000	18.000	68.000	20.729	8
1 to 3	-0.364	-34.000	21.000	55.000	13.102	22
3 to 6	0.846	-10.000	19.000	29.000	6.644	13
6 to 16	8.000	8.000	8.000	0.0	0.0	1
M24: Ratio of "Science" to "Phys. Ed." Expenditures						
0 to 1	-0.706	-26.000	21.000	47.000	11.741	17
1 to 3	-1.944	-50.000	19.000	69.000	14.501	18
3 to 6	-14.667	-34.000	-2.000	32.000	17.010	3
6 to 9	-4.000	-4.000	-4.000	0.0	0.0	1

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH. SCORE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M25: Ratio of "Science" to "Shop" Expenditures						
0 to 0.5	2.625	-18.000	21.000	39.000	9.777	16
0.5 to 1.0	-4.687	-34.000	18.000	52.000	11.418	16
1.0 to 2.0	-6.625	-50.000	19.000	69.000	21.712	8
M26: Percentage of 115+ IQ Boys taking "3 or More Years of Math."						
0% to 20%	-26.000	-26.000	-26.000	0.0	0.0	1
20% to 50%	-4.400	-16.000	11.000	27.000	9.813	5
50% to 80%	-1.891	-35.000	21.000	56.000	11.907	46
80% to 100%	-2.523	-50.000	22.000	72.000	14.707	44
M27: Percentage of 115+ IQ Girls taking "3 or More Years of Math."						
0% to 20%	1.000	-13.000	19.000	32.000	14.546	6
20% to 50%	-0.389	-21.000	21.000	42.000	9.761	36
50% to 80%	-5.022	-50.000	21.000	71.000	13.628	46
80% to 100%	0.333	-41.000	22.000	63.000	21.897	6
M28: Percentage of 115+ IQ Boys taking "3 or More Years of Science"						
0% to 20%	-2.333	-16.000	6.000	22.000	11.930	3
20% to 50%	-4.250	-34.000	21.000	55.000	11.562	24
50% to 80%	-2.423	-41.000	21.000	62.000	12.498	52
80% to 100%	-0.647	-50.000	22.000	72.000	18.021	17
M29: Percentage of 115+ IQ Girls taking "3 or More Years of Science"						
0% to 20%	-5.250	-21.000	21.000	42.000	10.396	16
20% to 50%	-2.167	-35.000	20.000	55.000	9.765	54
50% to 80%	-0.750	-50.000	21.000	71.000	20.196	20
80% to 100%	-5.250	-22.000	22.000	44.000	18.963	4
M30: Percentage of 115+ IQ Boys taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	-16.000	-16.000	-16.000	0.0	0.0	1
50% to 80%						0
80% to 100%	-2.421	-50.000	22.000	72.000	13.237	95

TABLE 3.10: PERFORMANCE ON CRITERION 10 (CHANGE IN MEDIAN MATH SCORE), BY CATEGORIES OF SCHOOLS

M31: Percentage of 115+ IQ Girls taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	-16.000	-16.000	-16.000	0.0	0.0	1
50% to 80%						0
80% to 100%	-2.598	-50.000	22.000	72.000	12.889	92
M32: Percentage of 115+ IQ Boys taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	-16.000	-16.000	-16.000	0.0	0.0	1
50% to 80%	-4.500	-10.000	1.000	11.000	7.778	2
80% to 100%	-2.457	-50.000	22.000	72.000	13.403	92
M33: Percentage of 115+ IQ Girls taking "3 or More Years of Scoial Studies:						
0% to 20%						0
20% to 50%	-16.000	-16.000	-16.000	0.0	0.0	1
50% to 80%	-4.500	-10.000	1.000	11.000	7.778	2
80% to 100%	-2.315	-50.000	22.000	72.000	13.203	89
M34: Percentage of 115+ IQ Boys taking "3 or More Years of Foreign Language"						
0% to 20%	-0.357	-35.000	21.000	56.000	11.735	28
20% to 50%	-4.264	-50.000	21.000	71.000	14.065	53
50% to 80%	-1.231	-26.000	18.000	44.000	11.374	13
80% to 100%	22.000	22.000	22.000	0.0	0.0	1
M35: Percentage of 115+ IQ Girls taking "3 or More Years of Foreign Language"						
0% to 20%	0.353	-35.000	21.000	56.000	12.713	17
20% to 50%	-3.442	-50.000	21.000	71.000	14.378	43
50% to 80%	-1.857	-34.000	22.000	56.000	11.784	28
80% to 100%	-5.400	-18.000	4.000	22.000	8.532	5

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
TOTAL SAMPLE	47.123	5.600	75.600	70.000	13.265	85
F1: Student Enrollment						
0 to 1000	45.470	22.000	73.000	51.000	12.076	27
1000 to 2000	47.695	17.700	75.600	57.900	14.349	37
2000 to 3000	47.061	5.600	64.700	59.100	13.721	18
3000 to 4000	52.000	52.000	52.000	0.0	0.0	1
F2: Percentage change in Student Enrollment during past five years						
-25% to 0%	53.000	32.000	64.000	32.000	18.193	3
0% to +25%	46.352	27.000	64.000	37.000	10.493	23
+25% to +50%	48.460	29.000	70.000	41.000	11.135	10
+50% to +80%	42.825	33.300	47.000	13.700	6.402	4
F3: Percentage students with "Spanish Surname"						
0% to 5%	49.181	22.000	75.600	53.600	14.714	27
5% to 10%	45.018	5.600	60.000	54.400	15.814	11
10% to 30%	50.389	34.000	59.600	25.600	7.462	9
30% to 50%	36.333	31.000	45.000	14.000	7.572	3
F4: Percentage students who are "Other White"						
0% to 25%	51.700	51.700	51.700	0.0	0.0	1
25% to 50%	48.000	33.000	63.000	30.000	21.213	2
50% to 75%	41.900	31.000	50.500	19.500	8.877	5
75% to 100%	48.295	5.600	75.600	70.000	14.242	42
F5: Percentage students who are "Negro"						
0% to 5%	46.880	5.600	75.600	70.000	13.552	45
5% to 10%	42.000	33.000	51.000	18.000	12.728	2
10% to 25%	64.500	56.000	73.000	17.000	12.021	2
25% to 40%	63.000	63.000	63.000	0.0	0.0	1
F6: Percentage students who are "Oriental"						
0% to 3%	47.460	5.600	75.600	70.000	13.864	48
3% to 8%	44.500	44.500	44.500	0.0	0.0	1
8% to 11%	63.000	63.000	63.000	0.0	0.0	1

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F7: Percentage students who are "American Indian"						
0% to 3%	48.413	5.600	75.600	70.000	13.909	45
3% to 10%	41.667	30.000	57.000	27.000	13.868	3
10% to 17%	41.000	32.000	50.000	18.000	12.728	2
F8: Percentage students who are "Other Nonwhite"						
0% to 2%	47.123	5.6000	75.600	70.000	13.265	85
F9: Percentage students with "Spanish Surname" or "Negro"						
0% to 5%	47.676	22.000	75.600	53.600	14.163	25
5% to 10%	43.314	5.600	60.000	54.400	19.455	7
10% to 30%	51.321	34.000	73.000	39.000	9.370	14
30% to 60%	43.000	31.000	63.000	32.000	14.697	4
F10: Entering Q1 IQ Score						
10% to 20%	38.958	22.000	53.000	31.000	9.146	12
20% to 30%	45.881	17.700	63.000	45.300	13.148	16
30% to 40%	48.396	32.000	70.000	38.000	9.964	24
40% to 75%	53.561	22.100	75.600	53.500	13.667	18
F11: Entering Median IQ Score						
20% to 45%	38.691	17.700	59.400	41.700	13.465	11
45% to 55%	46.496	29.000	63.000	34.000	9.250	27
55% to 65%	50.070	22.100	73.000	50.900	12.129	23
65% to 100%	54.956	32.000	75.600	43.600	14.845	9
F12: Entering Q3 IQ Score						
40% to 55%	22.000	22.000	22.000	0.0	0.0	1
55% to 70%	41.329	17.700	60.000	42.300	11.477	17
70% to 80%	48.841	32.700	70.000	37.300	8.790	29
80% to 100%	51.574	22.100	75.600	53.500	14.409	23
F13: Entering Q1 Math Score						
10% to 20%	47,467	22.000	68.100	46.100	12.347	15
20% to 30%	43.997	5.600	60.000	54.400	12.210	29
30% to 40%	45.125	22.100	64.000	41.900	12.916	24
40% to 60%	54.976	32.000	75.600	43.600	14.154	17

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F14: Entering Median Math Score						
30% to 45%	42.005	17.700	63.000	45.300	11.937	19
45% to 55%	45.838	5.600	62.100	56.500	13.458	21
55% to 65%	47.133	31.000	73.000	42.000	11.904	21
65% to 100%	52.292	29.000	75.600	46.600	14.121	24
F15: Entering Q3 Math Score						
45% to 60%	35.500	22.000	49.000	27.000	19.092	2
60% to 70%	41.173	17.700	57.000	39.300	13.169	15
70% to 80%	47.018	31.000	63.000	32.000	9.387	22
80% to 100%	49.620	5.600	75.600	70.000	14.181	46
F16: Entering Q1 Reading Score						
10% to 20%	40.753	5.600	59.000	53.400	13.484	15
20% to 30%	46.593	17.700	64.000	46.300	11.419	27
30% to 40%	48.069	32.700	68.100	35.400	11.898	13
40% to 75%	50.377	22.100	75.600	53.500	14.622	30
F17: Entering Median Reading Score						
30% to 45%	33.500	25.000	48.000	23.000	10.408	4
45% to 55%	42.965	5.600	60.000	54.400	13.141	20
55% to 65%	44.465	22.000	64.000	42.000	11.384	17
65% to 90%	51.280	22.100	75.600	53.500	12.879	44
F18: Entering Q3 Reading Score						
60% to 70%	36.567	25.000	48.000	23.000	10.064	6
70% to 80%	43.712	17.700	64.700	47.000	12.612	16
80% to 100%	48.952	5.600	75.600	70.000	13.309	62
F19: Percentage entering students "Intending College"						
30% to 50%	41.282	17.700	57.000	39.300	11.012	17
50% to 60%	41.700	5.600	57.000	51.400	14.643	12
60% to 85%	57.429	22.000	73.000	51.000	14.480	14
F20: Percentage entering students "Intending Trade/Technical School"						
0% to 5%	56.979	40.000	70.000	30.000	9.272	14
5% to 10%	42.605	5.600	73.000	67.400	16.394	19
10% to 20%	39.900	22.000	57.000	35.000	11.640	10

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F21: Percentage entering students "Intending Further Training"						
40% to 50%	45.500	33.000	50.000	17.000	8.347	4
50% to 60%	41.942	17.700	57.000	39.300	12.953	12
60% to 70%	43.587	5.600	68.100	62.500	14.764	16
70% to 90%	56.682	22.000	73.000	51.000	16.069	11
F22: Percentage entering students "Intending Work"						
0% to 5%	54.520	22.000	73.000	51.000	16.378	10
5% to 15%	46.009	17.700	68.100	50.400	13.087	21
15% to 35%	41.233	5.600	57.000	51.400	15.419	12
F23: Percentage entering students "Undecided About Intentions"						
0% to 10%	43.891	5.600	73.000	67.400	19.342	11
10% to 20%	52.182	22.100	70.000	47.900	14.188	17
20% to 30%	41.858	17.700	57.000	39.300	11.189	12
30% to 45%	44.667	33.000	51.000	18.000	10.116	3
F24: City/Town Population						
100 to 50,000	47.084	17.700	73.000	55.300	13.280	38
50,000 to 150,000	49.550	5.600	75.600	70.000	17.146	18
150,000 to 500,000						0
500,000 to 1,750,000	64.000	64.000	64.000	0.0	0.0	1
F25: Service Area Population						
100 to 25,000	47.321	22.000	70.000	48.000	13.498	33
25,000 to 50,000	47.370	34.000	68.500	34.500	8.672	20
50,000 to 100,000	51.287	33.000	73.000	40.000	13.085	8
100,000 to 500,000	43.830	5.600	63.000	57.400	17.964	10
F26: Percentage change in "City/Town Population" since 1950						
-100% to 0%	33.500	22.000	45.000	23.000	16.263	2
0% to 100%	52.089	40.000	68.100	28.100	7.957	18
100% to 1,000%	46.067	5.600	75.600	70.000	17.684	21
1,000% to 250.000%	49.400	25.000	64.000	39.000	16.087	5

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F27: Percentage Change in "Service Area Population" since 1950						
-100% to 0%	52.600	52.600	52.600	0.0	0.0	1
0% to 100%	50.145	22.000	64.700	42.700	10.830	20
100% to 500%	43.850	5.600	68.100	62.500	15.004	12
500% to 1600%	45.400	22.100	73.000	50.900	19.468	7
F28: Expenditures for Student Transportation (Population Dispersion)						
$ 0 to $ 10	47.989	25.000	68.500	43.500	14.186	9
$10 to $ 25	46.465	17.700	70.000	52.300	13.181	23
$25 to $ 50	48.900	35.000	63.000	28.000	9.384	14
$50 to $130	32.400	22.000	51.600	29.600	13.134	4
F29: Governmental Agencies or Public Utilities" a major source of income in the community?						
Yes	45.707	5.600	73.000	67.400	12.310	28
No	47.981	17.700	75.600	57.900	13.530	53
F30: "Manufacturing and Construction" a major source of income of the community?						
Yes	47.053	5.600	70.000	64.400	13.303	59
No	48.278	22.000	75.600	53.600	12.943	23
F31: "Agriculture, Mining or Lumber" a major source of income of the community?						
Yes	46.545	5.600	64.700	59.100	11.196	51
No	48.300	17.700	75.600	57.900	15.953	30
F32: "Military" a major source of income of the community?						
Yes	48.733	30.000	73.000	43.000	11.442	18
No	46.756	5.600	75.600	70.000	13.575	63
F33: "Research and Professions" a major source of income of the community?						
Yes	50.430	22.100	70.000	47.900	12.788	27
No	45.907	5.600	75.600	70.000	13.160	55
F34: "Services and Distribution" a major source of income of the community?						
Yes	46.661	5.600	75.600	70.000	12.785	61
No	49.533	25.000	73.000	48.000	14.210	21

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F35: "Sales and Clerical" a major occupation of the community?						
Yes	46.833	5.600	75.600	70.000	12.433	52
No	48.373	22.000	73.000	51.000	14.439	30
F36: "Professions" a major occupation of the community?						
Yes	49.944	17.700	75.600	57.900	13.804	36
No	45.402	5.600	73.000	67.400	12.373	46
F37: "Production and Distribution" a major occupation of the community?						
Yes	46.256	5.600	75.600	70.000	12.833	66
No	52.100	30.000	73.000	43.000	13.736	16
F38: "Owners-Managers" a major occupation of the community?						
Yes	46.104	5.600	70.000	64.400	14.806	25
No	47.963	22.000	75.600	53.600	12.431	57
F39: "Office Managers-Foremen" a major occupation of the community?						
Yes	45.895	5.600	75.600	70.000	14.096	21
No	47.893	17.700	73.000	55.300	12.897	55
F40: "Services" a major occupation of the community?						
Yes	44.903	5.600	75.600	70.000	13.810	39
No	49.911	25.000	73.000	48.000	12.126	37
F41: Assessed Valuation of District per ADA (Community Wealth)						
$15,000 to $20,000	48.433	33.300	68.100	34.800	13.457	9
$20,000 to $30,000	41.114	17.700	64.700	47.000	12.433	14
$30,000 to $40,000	49.150	27.000	68.500	41.500	11.035	18
$40,000 to $60,000	46.511	22.000	70.000	48.000	15.395	9
F42: Total School Expenditures per ADA as a percentage of Assessed Valuation of District per ADA (Relative School Support)						
0.80% to 1.50%	46.344	22.000	68.500	46.500	15.115	9
1.50% to 2.00%	48.064	29.000	70.000	41.000	10.372	14
2.00% to 2.50%	47.856	25.000	68.100	43.100	13.179	18
2.50% to 3.00%	40.378	17.700	64.700	47.000	13.261	9

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
F43: Total School Expenditures per ADA (Absolute School Support)						
$400 to $500	46.338	25.000	68.100	43.100	12.389	13
$500 to $600	45.227	22.000	68.500	46.500	13.765	11
$600 to $700	49.189	29.000	64.700	35.700	10.662	19
$700 to $800	40.043	17.700	70.000	52.300	17.129	7
F44: Type of School District: Unified vs. Union						
Unified	44.692	5.600	73.000	67.400	14.376	38
Union	48.475	17.700	75.600	57.900	12.158	44
F45: Type of School District: Unified vs. City						
Unified	44.692	5.600	73.000	67.400	14.376	38
City	62.150	59.600	64.700	5.100	3.606	2
F46: Number of High Schools in District						
1	46.519	22.000	73.000	51.000	11.991	31
2 to 4	48.058	27.000	68.500	41.500	10.419	24
4 to 7	48.143	5.600	75.600	70.000	17.895	21
7 to 12	46.750	34.000	70.000	36.000	12.080	8
F47: Number of Jr. High Schools in District						
0	47.443	17.700	75.600	57.900	12.872	56
1 to 4	49.942	35.000	68.100	88.100	10.879	12
4 to 8	40.800	5.600	68.500	62.900	18.510	8
8 to 13	47.833	34.000	64.000	30.000	13.333	6
F48: Distance to nearest College						
1 to 5 mi.	51.700	25.000	68.500	43.500	12.764	18
5 to 50 mi.	43.861	17.700	70.000	52.300	11.077	28
50 to 240 mi.	39.025	22.000	62.100	40.100	18.281	4

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M1: Percentage of certificated staff who are "Male"						
45% to 55%	51.220	31.000	70.000	39.000	14.756	5
55% to 65%	42.893	5.600	75.600	70.000	13.648	30
65% to 75%	49.326	17.700	70.000	52.300	11.915	43
75% to 85%	44.300	27.000	73.000	46.000	17.319	5
M2: Percentage of staff who are "Under 31"						
0% to 10%	50.000	50.000	50.000	0.0	0.0	1
10% to 30%	47.505	22.000	75.600	53.600	11.477	37
30% to 50%	46.146	5.600	70.000	64.400	14.490	41
50% to 60%	50.967	22.100	73.000	50.900	17.312	6
M3: Percentage of staff who are "Over 45"						
0% to 10%	51.089	22.100	73.000	50.900	17.859	9
10% to 20%	49.004	5.600	75.600	70.000	16.599	28
20% to 30%	44.572	27.000	62.100	35.100	9.134	25
30% to 45%	46.056	22.000	63.000	41.000	10.354	23
M4: Percentage of staff who are "Men Under 31"						
0% to 10%	45.923	32.000	57.000	25.000	7.510	13
10% to 20%	46.011	5.600	75.600	70.000	13.812	36
20% to 30%	47.652	17.700	70.000	52.300	13.346	31
30% to 40%	54.980	22.100	73.000	50.900	20.632	5
M5: Percentage of staff who are "Women Under 31"						
0% to 10%	46.558	27.000	62.100	35.100	9.007	24
10% to 20%	47.480	5.600	75.600	70.000	14.949	50
20% to 30%	45.122	22.100	70.000	47.900	15.010	9
30% to 45%	54.000	51.000	57.000	6.000	4.243	2
M6: Percentage of staff who are "Men Over 45"						
0% to 5%	49.610	22.100	75.600	53.500	16.627	10
5% to 15%	47.278	5.600	73.000	67.400	14.415	46
15% to 25%	45.070	27.000	63.000	36.000	9.437	23
25% to 35%	49.667	31.000	60.000	29.000	12.517	6

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M7: Percentage of staff who are "Women Over 45"						
0% to 5%	48.027	25.000	73.000	48.000	14.723	15
5% to 10%	47.260	17.700	68.500	50.800	14.316	25
10% to 20%	47.162	5.600	75.600	70.000	12.363	40
20% to 30%	43.420	22.000	59.600	37.600	14.008	5
M8: Percentage of staff with "4 or More Years of Service Within the District"						
0% to 10%	49.000	25.000	73.000	48.000	33.941	2
10% to 30%	57.000	57.000	57.000	0.0	0.0	1
30% to 50%	42.832	17.700	70.000	52.300	14.232	19
50% to 85%	48.202	5.600	75.600	70.000	12.349	63
M9: Percentage of staff who are "Inexperienced Teachers"						
0% to 5%	48.026	31.000	73.000	42.000	10.697	34
5% to 10%	47.987	5.600	75.600	70.000	14.403	30
10% to 15%	41.554	17.700	68.100	50.400	15.710	13
15% to 25%	45.450	30.000	70.000	40.000	14.695	6
M10: Percentage of staff who have an "M.A. Degree"						
0% to 20%	57.000	48.000	73.000	25.000	11.343	4
20% to 40%	46.033	5.600	75.600	70.000	14.467	49
40% to 60%	46.663	22.100	68.500	46.400	10.741	30
60% to 85%	61.000	52.000	70.000	18.000	12.728	2
M11: Percentage of staff who have a "Ph.D. or Ed.D. Degree"						
0%	47.290	5.600	75.600	70.000	14.042	61
0.1% to 2%	45.717	22.100	64.700	42.600	11.077	18
2% to 4%	58.833	50.500	70.000	19.500	10.054	3
4% to 7%	40.467	35.000	47.400	12.400	6.329	3
M12: Ratio of "Provisional" to "Standard" credentials						
0%	48.273	5.600	75.600	70.000	14.598	48
0.1% to 1.0%	45.683	22.000	70.000	48.000	11.570	35
1.0% to 2.0%	50.500	50.500	50.500	0.0	0.0	1

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M13: Ratio of "Special Secondary" to "Standard" credentials						
0%	44.812	17.700	60.000	52.300	14.975	17
0.1% to 1%	47.652	5.600	75.600	70.000	12.950	67
1% to 5%						0
5% to 10%	51.000	51.000	51.000	0.0	0.0	1
M14: Percentage of staff who are "Members of AFT"						
0%	49.118	25.000	75.600	50.600	12.244	33
0.1% to 10%	33.971	5.600	63.700	58.100	20.372	7
10% to 50%	63.000	63.000	63.000	0.0	0.0	1
50% to 100%	59.600	59.600	59.600	0.0	0.0	1
M15: Percentage of staff who are "Members of CTA"						
0%	38.125	22.000	57.000	35.000	14.551	4
0.1% to 10%						0
10% to 50%	63.000	63.000	63.000	0.0	0.0	1
50% to 100%	47.005	5.600	75.600	70.000	14.921	39
M16: Ratio of Students to Certificated Staff						
8 to 20	45.318	17.700	73.000	55.300	13.278	33
20 to 30	47.415	5.600	75.600	70.000	13.276	48
30 to 40						0
40 to 55						0
M17: Percentage of certificated staff in "Regular Instruction"						
40% to 60%	49.850	48.000	51.700	3.700	2.616	2
60% to 70%						0
70% to 80%	47.044	17.700	73.000	55.300	20.545	9
80% to 95%	46.699	5.600	75.600	70.000	12.386	72
M18: Percentage of certificated staff in "Administration"						
0% to 2%	54.229	40.000	68.100	28.100	9.071	7
2% to 4%	46.641	5.600	70.000	64.400	13.213	34
4% to 8%	45.447	17.700	75.600	57.900	13.333	38
8% to 13%	48.250	31.000	73.000	42.000	18.246	4

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M19: Percentage of certificated staff in "Counseling" or "Testing"						
0% to 2%	29.000	27.000	31.000	4.000	2.828	2
2% to 4%	41.620	29.000	57.000	28.000	9.777	10
4% to 8%	47.341	5.600	75.600	70.000	13.576	64
8% to 13%	54.486	42.300	68.100	25.800	8.954	7
M20: Percentage of expenditures which are "Direct Instructional" Expenditures						
60% to 65%	44.222	35.000	58.000	23.000	8.614	9
65% to 70%	47.803	17.700	70.000	52.300	13.718	31
70% to 75%	49.486	34.000	62.100	28.100	9.660	7
M21: Percentage of expenditures which are "Textbook" Instructional Material Expenditures						
0% to 1%	42.829	22.000	63.700	41.700	14.567	7
1% to 2%	49.018	17.700	68.500	50.800	15.392	11
2% to 4%	31.000	25.000	37.000	12.000	8.485	2
4% to 6%	53.667	34.000	70.000	36.000	18.230	3
M22: Percentage of expenditures which are "Non-textbook" Instructional Material Expenditures						
0% to 1%	43.667	17.700	68.500	50.800	16.786	9
1% to 3%	50.000	33.000	68.100	35.100	14.202	9
3% to 5%						0
5% to 7%	70.000	70.000	70.000	0.0	0.0	1
M23: Ratio of "Textbook" to "Non-textbook" Instructional Material Expenditures						
0 to 1	54.071	33.000	70.000	37.000	14.043	7
1 to 3	44.129	17.700	68.500	50.800	14.792	17
3 to 6	52.627	31.000	75.600	44.600	11.905	11
6 to 16	73.000	73.000	73.000	0.0	0.0	1
M24: Ratio of "Science" to "Phys. Ed." Expenditures						
0 to 1	50.708	31.000	70.000	39.000	10.215	12
1 to 3	46.287	17.700	73.000	55.300	16.439	16
3 to 6	46.033	22.000	68.100	46.100	23.113	3
6 to 9	39.000	39.000	39.000	0.0	0.0	1

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M25: Ratio of "Science" to "Shop" Expenditures						
0 to 0.5	50.417	22.100	73.000	50.900	15.569	12
0.5 to 1.0	46.836	17.700	70.000	52.300	14.827	14
1.0 to 2.0	44.786	22.000	57.000	35.000	11.633	7
M26: Percentage of 115+ IQ Boys taking "3 or More Years of Math."						
0% to 20%	53.000	53.000	53.000	0.0	0.0	1
20% to 50%	38.060	5.600	63.700	58.100	21.629	5
50% to 80%	48.844	27.000	73.000	46.000	10.704	39
80% to 100%	45.879	17.700	75.600	57.900	14.214	38
M27: Percentage of 115+ IQ Girls taking "3 or More Years of Math."						
0% to 20%	40.920	5.600	63.000	57.400	22.103	5
20% to 50%	46.540	17.700	68.100	50.400	11.048	30
50% to 80%	48.971	22.000	75.600	53.600	13.567	42
80% to 100%	38.500	31.000	46.000	15.000	8.103	4
M28: Percentage of 115+ IQ Boys taking "3 or More Years of Science"						
0% to 20%	55.567	46.000	63.700	17.700	8.937	3
20% to 50%	46.879	5.600	70.000	64.400	15.352	19
50% to 80%	47.461	17.700	75.600	57.900	12.574	49
80% to 100%	42.383	22.000	63.000	41.000	12.932	12
M29: Percentage of 115+ IQ Girls taking "3 or More Years of Science"						
0% to 20%	48.133	29.000	70.000	41.000	13.134	12
20% to 50%	47.421	5.600	75.600	70.000	13.847	52
50% to 80%	45.444	22.000	73.000	51.000	11.848	16
80% to 100%	41.000	41.000	41.000	0.0	0.0	1
M30: Percentage of 115+ IQ Boys taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	63.700	63.700	63.700	0.0	0.0	1
50% to 80%						0
80% to 100%	46.682	5.600	75.600	70.000	13.161	82

TABLE 3.15: PERFORMANCE ON CRITERION 15 (PERCENTAGE OF '63 CLASS ENTERING COLLEGE), BY CATEGORIES OF SCHOOLS

CATEGORY	MEAN	MINIMUM	MAXIMUM	RANGE	ST.DEV.	NO.
M31: Percentage of 115+ IQ Girls taking "3 or More Years of English"						
0% to 20%						0
20% to 50%	63.700	63.700	63.700	0.0	0.0	1
50% to 80%						0
80% to 100%	46.834	5.600	75.600	70.000	13.204	79
M32: Percentage of 115 + IQ Boys taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	63.700	63.700	63.700	0.0	0.0	1
50% to 80%	57.000	51.000	63.000	12.000	8.485	2
80% to 100%	46.424	5.600	75.600	70.000	13.188	80
M33: Percentage of 115+ IQ Girls taking "3 or More Years of Social Studies"						
0% to 20%						0
20% to 50%	63.700	63.700	63.700	0.0	0.0	1
50% to 80%	57.000	51.000	63.000	12.000	8.485	2
80% to 100%	46.510	5.600	75.600	70.000	13.219	77
M34: Percentage of 115+ IQ Boys taking "3 or More Years of Foreign Language"						
0% to 20%	42.788	5.600	63.000	57.400	12.552	25
20% to 50%	48.637	17.700	75.600	57.900	13.897	46
50% to 80%	47.355	25.000	59.600	34.600	9.987	11
80% to 100%						0
M35: Percentage of 115+ IQ Girls taking "3 or More Years of Foreign Language"						
0% to 20%	43.493	22.000	59.000	37.000	9.548	14
20% to 50%	45.612	5.600	73.000	67.400	13.933	42
50% to 80%	51.839	22.100	75.600	53.500	12.450	23
80% to 100%	31.000	31.000	31.000	0.0	0.0	1

TABLE 4.2: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
F 1	.087	.138	.173	Linear	-0.00330
F 2	-	-	-	-	
F 3	.004	.043	.044	None	
F 4	.022	.023	.023	None	
F 5	.027	.034	.051	None	
F 6	.037	.058	.097	None	
F 7	.209	.268	.378	Cubic	
F 8	.022	.090	.143	Linear	2.94158
F 9	.017	.065	.065	None	
F10	.002	.021	.025	None	
F11	.004	.022	.113	Linear	0.04971
F12	.003	.028	.079	None	
F13	.007	.008	.009	None	
F14	.008	.027	.042	None	
F15	.015	.023	.023	None	
F16	.008	.018	.019	None	
F17	.005	.008	.010	None	
F18	.002	.003	.042	None	
F19	.095	.103	.103	Linear	-0.24215
F20	.003	.009	.019	None	
F21	.100	.101	.106	Linear	-0.27202
F22	.033	.037	.042	None	
F23	.283	.295	.296	Linear	0.62933
F24	.068	.126	.160	Linear	-0.00005

TABLE 4.2: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
F25	.031	.083	.086	None	
F26	.091	.091	.091	None	
F27	.007	.009	.010	None	
F28	.005	.240	.291	Quadratic	
F29	.038	-	-	-	
F30	.004	-	-	-	
F31	.034	-	-	-	
F32	.037	-	-	-	
F33	.007	-	-	-	
F34	.063	-	-	-	
F35	.002	-	-	-	
F36	.000	-	-	-	
F37	.062	-	-	-	
F38	.003	-	-	-	
F39	.000	-	-	-	
F40	.001	[illegible]	[illegible]	[illegible]	
F41	.040	.175	.298	Cubic	
F42	.000	.013	.015	None	
F43	.207	.211	.252	Linear	0.02820
F44	.077	-	-	-	
F45	.069	-	-	-	
F46	.015	.016	.033	None	
F47	.083	.094	.113	Linear	-1.00173
F48	.000	.012	.215	Cubic	

TABLE 4.2: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
M 1	.034	.041	.047	None	
M 2	.070	.206	.326	Cubic	
M 3	.001	.048	.048	None	
M 4	.055	.093	.209	Cubic	
M 5	.025	.043	.124	Linear	-0.19538
M 6	.001	.040	.046	None	
M 7	.007	.012	.013	None	
M 8	.034	.042	.122	Linear	-0.10306
M 9	.133	.174	.263	Linear	-0.69438
M10	.004	.004	.015	None	
M11	.004	.020	.140	Cubic	
M12	.000	.000	.093	None	
M13	.011	.043	.109	Linear	-0.80611
M14	.001	.076	.095	None	
M15	.017	.020	.033	None	
M16	.061	.245	.269	Quadratic	
M17	.015	.020	.095	None	
M18	.288	.330	.334	Linear	2.18936
M19	.006	.057	.093	None	
M20	.384	.399	.403	Linear	-1.77764
M21	.000	.006	.167	Cubic	
M22	.000	.001	.128	Cubic	
M23	.000	.047	.095	None	
M24	.023	.238	.272	Quadratic	

TABLE 4.2: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
M25	.030	.067	.071	None	
M26	.003	.003	.004	None	
M27	.009	.196	.253	Quadratic	
M28	.014	.014	.016	None	
M29	.007	.013	.015	None	
M30	.000	.000	.012	None	
M31	.000	.003	.011	None	
M32	.000	.000	.000	None	
M33	.003	.006	.007	None	
M34	.001	.117	.120	Quadratic	
M35	.002	.008	.009	None	

TABLE 4.4: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 4 (FINAL MEDIAN MATH. SCORE)

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
F 1	.021	.022	.033	None	
F 2	.008	.031	.043	None	
F 3	.034	.096	.120	Linear	-0.24694
F 4	.263	.264	.410	Cubic	
F 5	.007	.104	.233	Cubic	
F 6	.004	.004	.007	None	
F 7	.027	.037	.039	None	
F 8	.024	.028	.032	None	
F 9	.041	.089	.123	Linear	-0.23996
F10	.320	.321	.322	Linear	0.59580
F11	.096	.179	.338	Cubic	
F12	.231	.239	.245	Linear	0.68311
F13	.263	.265	.268	Linear	0.62344
F14	.268	.307	.327	Linear	0.51055
F15	.239	.240	.259	Linear	0.59676
F16	.206	.212	.224	Linear	0.42280
F17	.153	.189	.192	Linear	0.42095
F18	.091	.134	.135	Linear	0.44457
F19	.254	.257	.259	Linear	0.48167
F20	.197	.229	.256	Linear	-1.16544
F21	.141	.145	.215	Linear	0.39296
F22	.036	.086	.089	None	
F23	.002	.005	.025	None	
F24	.054	.072	.072	None	

TABLE 4.4: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 4 (FINAL MEDIAN MATH. SCORE)

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
F25	.007	.007	.054	None	
F26	.042	.043	.082	None	
F27	.060	.073	.085	None	
F28	.026	.045	.045	None	
F29	.019	-	-	-	
F30	.000	-	-	-	
F31	.096	-	-	-	
F32	.015	-	-	-	
F33	.104	-	-	-	
F34	.006	-	-	-	
F35	.000	-	-	-	
F36	.120	-	-	-	
F37	.135	-	-	-	
F38	.001	-	-	-	
F39	.015	-	-	-	
F40	.078	-	-	-	
F41	.041	.044	.061	None	
F42	.055	.076	.095	None	
F43	.000	.013	.035	None	
F44	.000	-	-	-	
F45	.030	-	-	-	
F46	.025	.064	.069	None	
F47	.001	.006	.040	None	
F48	.039	.063	.066	None	

TABLE 4.4: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 4 (FINAL MEDIAN MATH. SCORE)

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
M 1	.003	.011	.018	None	
M 2	.001	.001	.002	None	
M 3	.005	.013	.039	None	
M 4	.006	.007	.012	None	
M 5	.001	.003	.003	None	
M 6	.001	.021	.026	None	
M 7	.009	.027	.027	None	
M 8	.002	.003	.011	None	
M 9	.003	.008	.046	None	
M10	.002	.005	.006	None	
M11	.002	.002	.024	None	
M12	.001	.001	.004	None	
M13	.003	.014	.019	None	
M14	.027	.027	.030	None	
M15	.012	.014	.028	None	
M16	.035	.038	.057	None	
M17	.041	.051	.062	None	
M18	.004	.005	.186	Cubic	
M19	.001	.017	.027	None	
M20	.000	.061	.062	None	
M21	.071	.072	.101	Linear	2.36130
M22	.054	.056	.101	Linear	2.22426
M23	.028	.039	.040	None	
M24	.073	.075	.184	Cubic	

TABLE 4.4: SINGLE-VARIABLE RELATIONSHIPS WITH PERFORMANCE CRITERION 4 (FINAL MEDIAN MATH. SCORE)

VAR.	PROPORTION OF VARIATION EXPLAINED BY:			RELATIONSHIP SELECTED	SLOPE OF LINEAR RELATIONSHIP
	LINEAR RELATIONSHIP	QUADRATIC RELATIONSHIP	CUBIC RELATIONSHIP		
M25	.058	.058	.067	None	
M26	.035	.035	.106	Linear	0.13514
M27	.005	.005	.005	None	
M28	.008	.008	.023	None	
M29	.000	.001	.024	None	
M30	.002	.004	.006	None	
M31	.002	.002	.022	None	
M32	.009	.016	.016	None	
M33	.001	.010	.015	None	
M34	.130	.150	.154	Linear	0.24255
M35	.090	.120	.140	Linear	0.16355

TABLE 5.2: GRAPHS OF CURVILINEAR RELATIONSHIPS WITH CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")

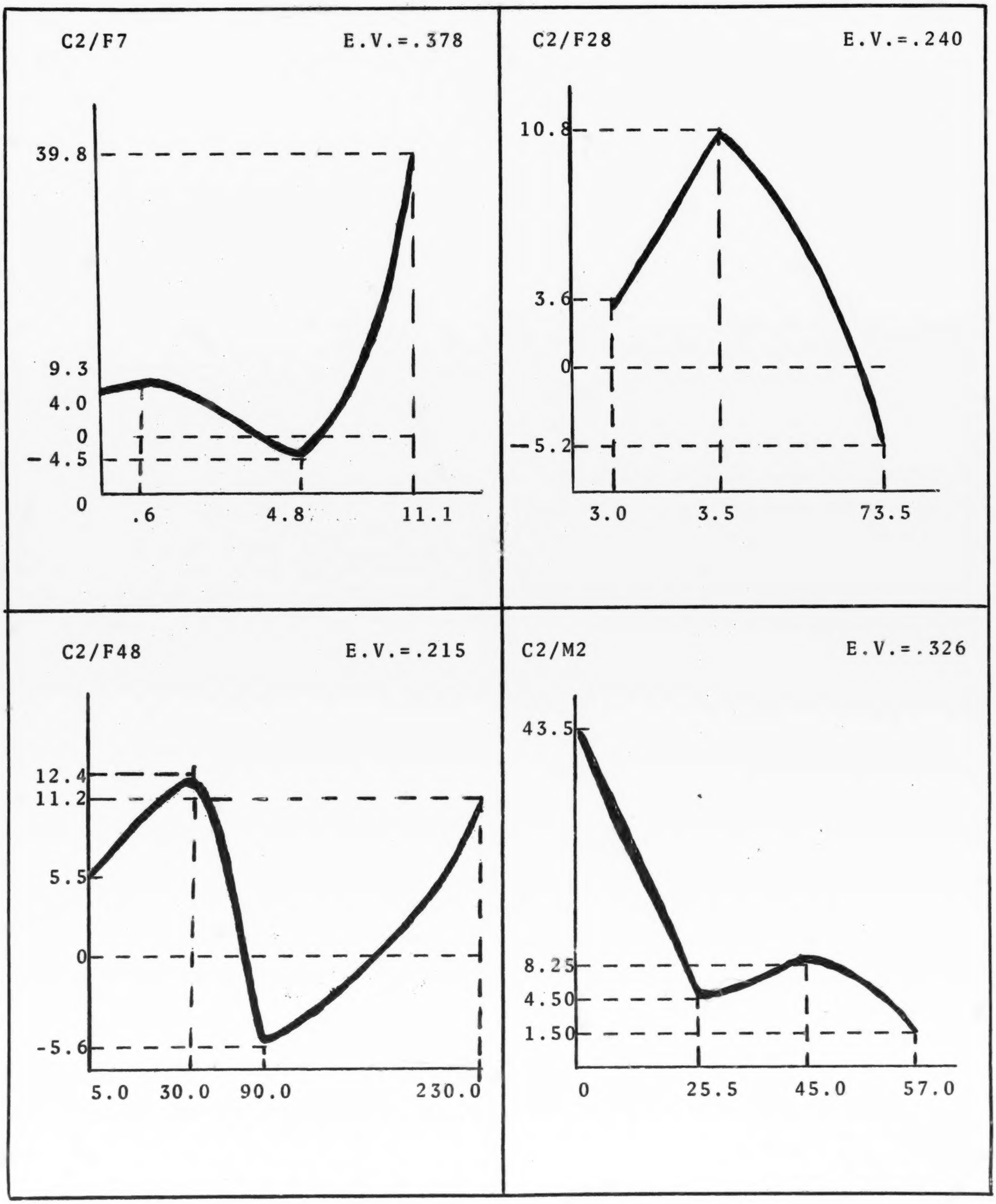


TABLE 5.2: GRAPHS OF CURVILINEAR RELATIONSHIPS WITH CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")

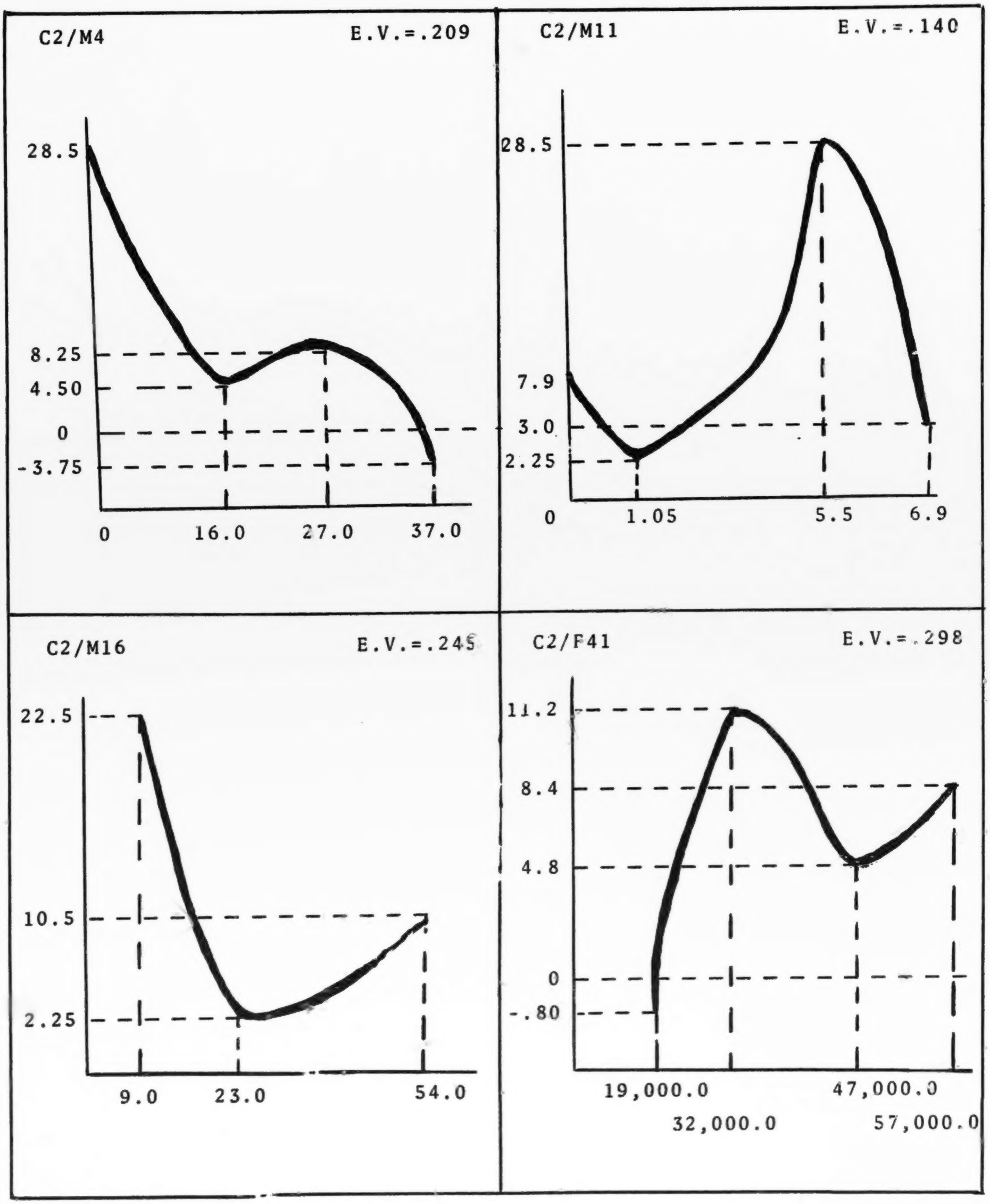
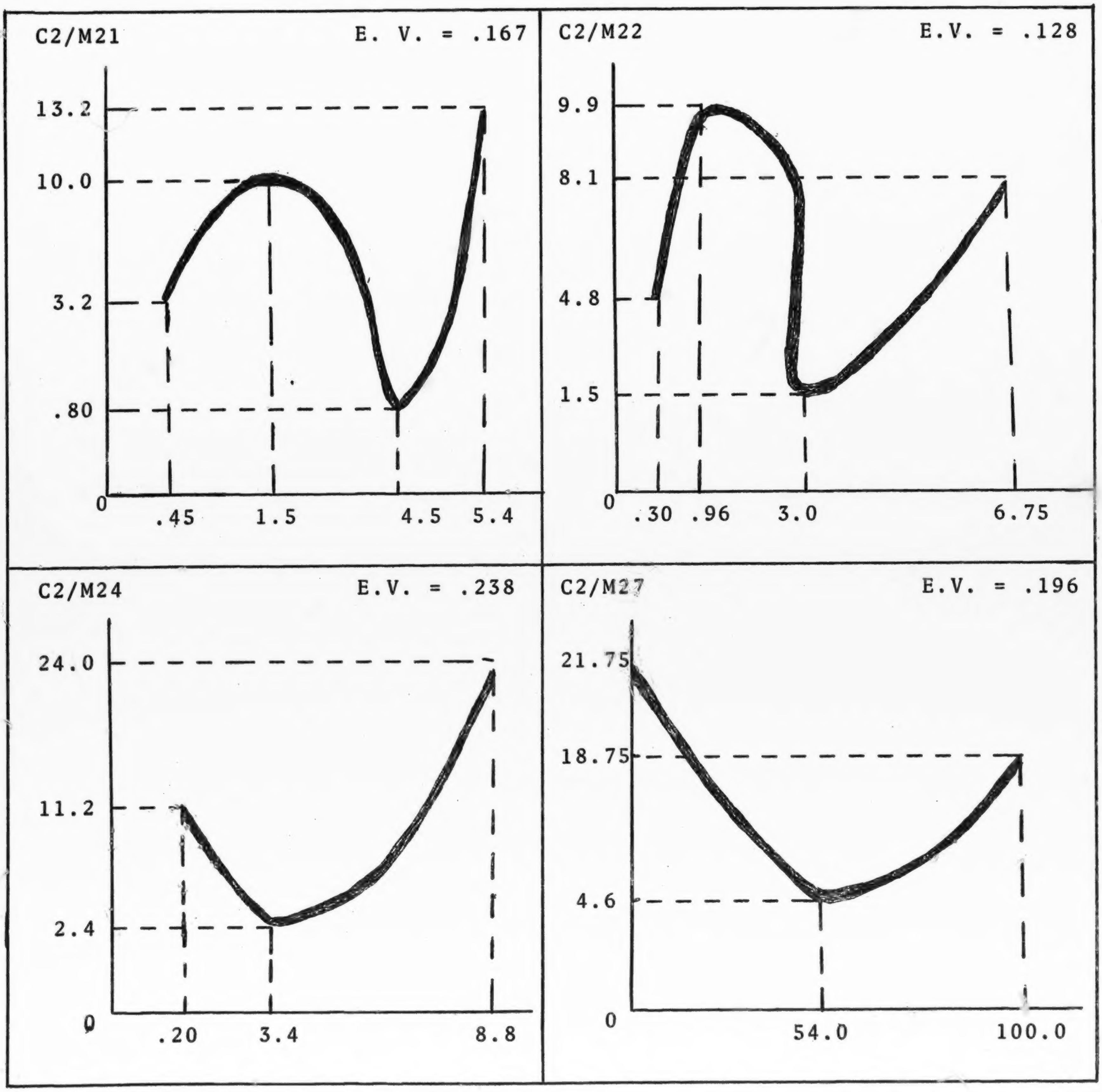


TABLE 5.2: GRAPHS OF CURVILINEAR RELATIONSHIPS WITH CRITERION 2 (CHANGE IN PERCENTAGE OF STUDENTS "INTENDING FURTHER TRAINING")



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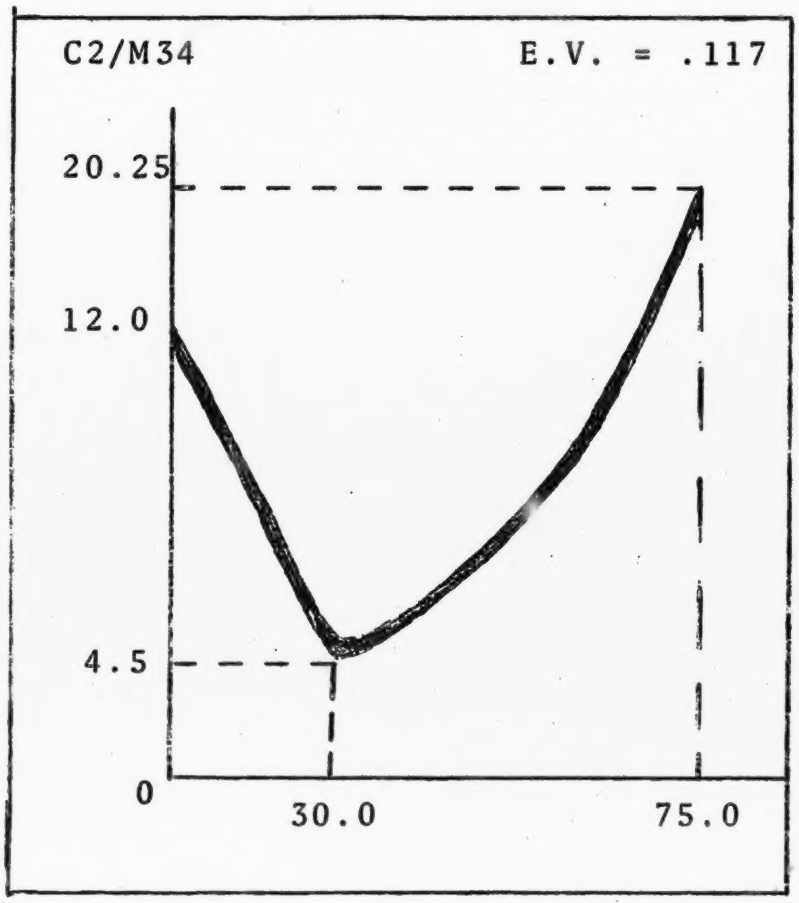

TABLE 5.4: GRAPHS OF CURVILINEAR RELATIONSHIPS WITH PERFORMANCE CRITERION 4 (FINAL MEDIAN MATH. SCORE)

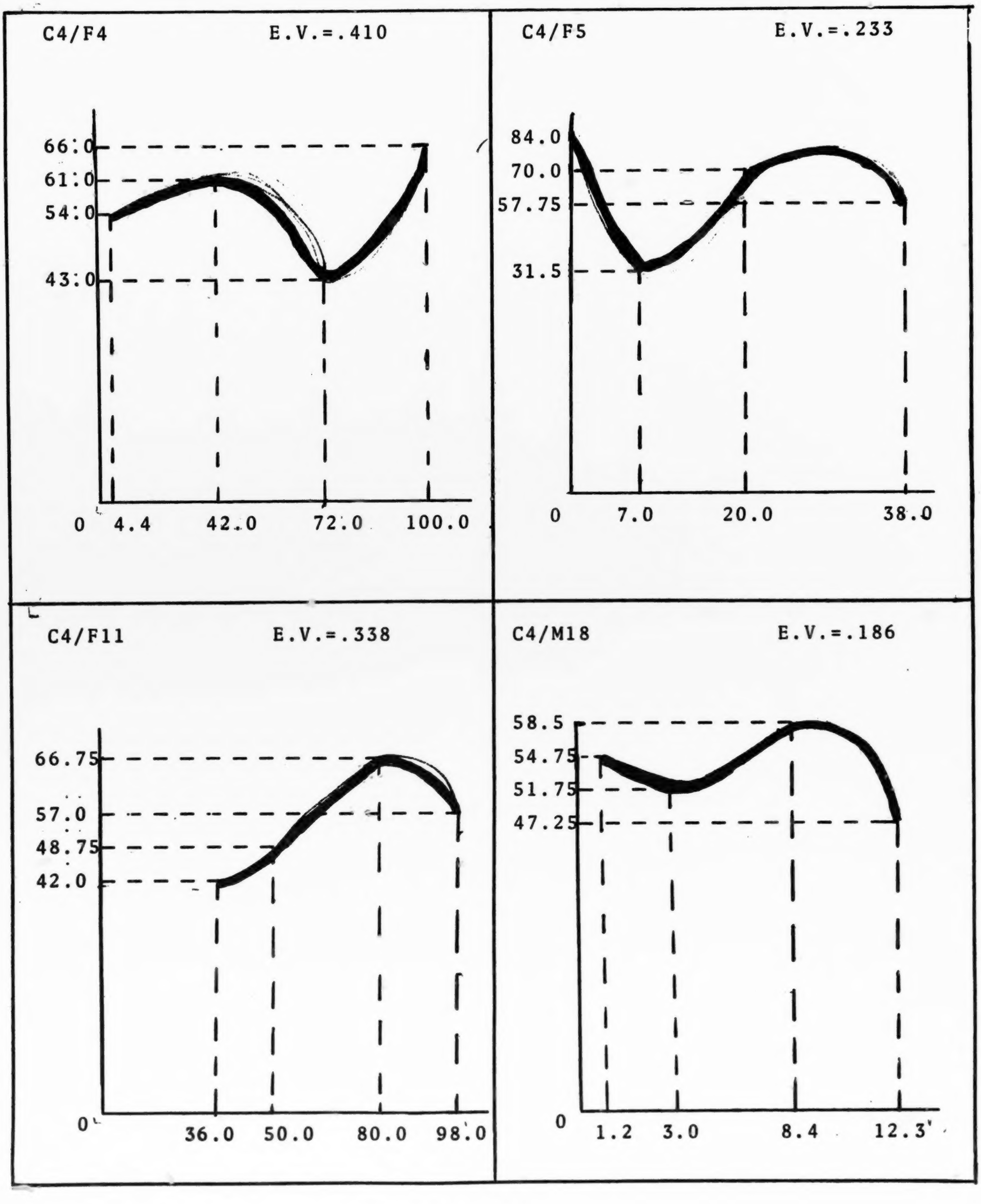

TABLE 5.4: GRAPHS OF CURVILINEAR RELATIONSHIPS WITH PERFORMANCE CRITERION 4 (FINAL MEDIAN MATH. SCORE)